DOCUMENT RESUME

ED 133 511 08 CE 009 414

AUTHOR Dayton, Charles W.
TITLE A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement and Followup. Final Report.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO AIR-47500-1/76-FR
PUB DATE Jan 76
GRANT OEG-0-74-1721
NOTE 104p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Comprehensive Programs; Counselor Evaluation; Counselor Performance; Counselor Role; Evaluation Methods; Guidance Counseling; *Guidance Personnel; Inservice Teacher Education; Material Development; *Models; *Occupational Guidance; Performance Based Education; Preservice Education; *Program Development; Program Evaluation; Secondary Education; *Skill Development; *Staff Improvement; Vocational Counseling
IDENTIFIERS California

ABSTRACT

Central to this project, which designed a staff development prototype, was the need for preservice and inservice staff development designed to improve skills required for successful performance of guidance personnel. The project was conducted during an 18-month period in five phases. Phase 1 involved integrating existing California and American Institutes for Research (AIR) models for career guidance program development. Phase 2 entailed the national search for staff development materials, and the development of a system of modules and workshops to teach some basic skills needed to develop programs consistent with the integrated model produced in Phase 1. Phase 3 was a pilot test of this prototype staff development program with selected school personnel. In phase 4, the system was field tested in both preservice and inservice settings. In phase 5, information about the program and results of the field testing were disseminated. Results of the project were mixed, with competencies increasing to a degree, and attitudes toward the experience a mixture of positive and negative. It was noted that a number of improvements and refinements could be made in both the materials and their delivery to strengthen their impact on the career counseling area of education. This report includes a complete description of the project methods (activities and accomplishments, problems, and staff utilization), results, and conclusions and recommendations. (Author/TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED133511

AIR-47500-1/76-FR

FINAL REPORT

Grant No. OEG-0-74-1721

A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement and Followup

Charles W. Dayton

American Institutes for Research
Youth Development Research Program
P.O. Box 1113
Palo Alto, California 94302

The activity which is the subject of this report was supported in whole by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 009 414

TABLE OF CONTENTS

	Page
Abstract	i
Introduction	1
Methods	5
Activities and Accomplishments	5
Problems	15
Staff Utilization	17
Results--Findings and Analysis	19
Conclusions and Recommendations	56
Appendix - Digest 1	A-1

A supplementary report entitled "Supplement to the Final Report: Papers and Instruments," of less general interest, contains the following sections:

A. California-AIR Integrated Guidance Development Model	A-1
B. National Search Materials	B-1
C. Pilot Test Evaluation Instruments	C-1
D. Field Test Evaluation Instruments	D-1
E. Follow-up Evaluation Instruments	E-1
F. Concept Paper for Expansion of this Prototype	F-1

Other Project Products:

Twelve modules, bound in five volumes:

- Orientation
- Phase 1 (Planning)
- Phase 2 (Structuring)
- Phase 3 (Implementing)
- Phase 4 (Evaluating)

Twelve Coordinator's Guides, bound and labeled identically to the above five volumes.

Five introductory tape-slide presentations, paralleling the five volumes.

A Catalog of Competency-Based Education Programs for Guidance and Counseling Personnel.

ABSTRACT

A VALIDATED PROGRAM DEVELOPMENT MODEL AND STAFF DEVELOPMENT PROTOTYPE FOR COMPREHENSIVE CAREER GUIDANCE, COUNSELING, PLACEMENT AND FOLLOWUP

Problems on which Project Focused

Comprehensive systems of guidance, counseling, placement, and followup services for students and adults need to be improved. California studies and nationwide surveys have clearly determined and documented this fact. A leading suggestion coming out of both state and national studies for directions in which to move to best achieve such improvements is through preservice and in-service staff development designed to improve skills required for successful performance of guidance personnel. This 18-month project developed and field tested a "prototype" of competency-based education for those working in guidance. This prototype consists of a series of 12 modules and accompanying Coordinator's Guides which focus on program development skills. These skills fall into these four groups or phases based on a program development model refined through this project:

- Planning-conducting desired outcomes assessments and current status assessments, setting program goals
- Structuring-writing student performance objectives, selecting effective program strategies
- Implementing-managing programs, developing staff, monitoring activities
- Evaluating-conducting summative evaluation, communicating results

A second problem that exists today is the proliferation of materials related to skill-oriented guidance staff development, and the lack of coordination, or even awareness, among various efforts. What was needed was a survey of all existing materials, and the production of a catalog which summarized the various materials, such that an individual could efficiently determine just what was available. Thus an accompanying project effort was a national search for all competency-based education programs designed for guidance and counseling personnel. The results of this search were converted to a catalog describing such programs.

Design, Execution

The project was conducted between 1 July 1974 and 31 December 1975. Phase I involved integrating existing California and AIR models for career guidance program development. Phase II entailed the national search for staff development materials, and the development of a system of modules and workshops to teach some of the basic skills needed to develop programs consistent with the integrated model produced in Phase I. Phase III was a pilot test of this "prototype" staff development program with selected school personnel from the San Francisco Bay Area. Feedback received from this pilot test defined revisions needed in the materials and the staff development procedures. Once these revisions were completed, in Phase IV the system underwent a full-scale field test in two school districts in California, in the late summer and early fall of 1975. A third field test took place at a preservice setting, in a class made up of guidance and counseling majors at the University of Missouri, and taught by a member of the project's National Advisory Panel.

Data were collected with a variety of techniques including: pre-post self-assessments of competencies described in module objectives, ratings by module Coordinators of participants' achievement of objectives, a reaction form completed by the participants regarding the usefulness of each module, a two-month followup interview sampling incidents of workshop impact, a two-month followup test of knowledge, and oral debriefings at the end of each staff development session.

Finally, in Phase V, information about the program and results of the field test were disseminated through an American College Personnel Association workshop which used some of the materials developed, through a monograph published by Impact of ERIC-CAPS, University of Michigan, and through a chapter in New Horizons in Counseling Psychology, a new resource text in counseling psychology. In addition, 100 sets of the modules and 200 copies of the catalog were made available for sale through the Publications Office of the American Institutes for Research.

Certain concepts are central to the project's effort. One is that of career development. Rather than the definition of career simply as vocation, the attempt was to view it more broadly as a life-development process which involves all the important elements in an individual's growth toward what s/he would like to be. A second is that of competency-based. The staff development program attempted to go beyond the cognitive or attitudinal level to the actual skills and behaviors needed by guidance personnel to develop their programs in needed ways. A third key concept is evaluation. Programs cannot progress until they can develop means of setting objectives and measuring progress toward those objectives, and this principle was central to the program development process developed in this project. A fourth is the idea of efficiency. So much is going on in various places, and communication gaps are so widespread, that efforts are often duplicated, and progress is often halting. The project tried to determine what has already been done in guidance staff development, to catalog this so others can have that information, and to reference useful materials and approaches into its own staff development program so that those interested can make use of the best that is available and no wheels will be reinvented.

Results, Interpretation

This project's research hypothesis essentially was that guidance personnel who experienced a staff development prototype series of activities would demonstrate significantly more program development competencies and more positive attitudes toward such program development than they had before this experience. There are thus two parts to this hypothesis--the competencies and the attitudes.

At least as far as the subjective reactions recorded in this study are concerned, participants did improve their program development competencies. On their rating of themselves, they improved an average of .47 points on a four-point scale at the inservice settings, and an average of 1.18 points in the college class. Coordinators rated inservice participants as having achieved the majority of module objectives. Most participants felt that at least 50% of the modules helped them to acquire and practice skills useful to them, that those skills would be useful for guidance people in general, and that they were now well prepared to use those skills and related specific methods in their own school settings. In short, to the degree the measurement

is accurate, it can be concluded that most of the participants felt they improved some of their program development competencies and Coordinators substantiated these opinions. More objective data on immediate and follow-up skill acquisition will be collected in subsequent field tests of these modules.

The data are much less clear in their suggestions about positive change in attitudes of participants. Desire to improve programs was increased somewhat in inservice participants, but not dramatically. This variable was not measured in the college class because the participants lacked a personal setting in which they could be expected to transfer acquired skills. Unanticipated effects and general criticisms and suggestions reflect a mixture of positive and negative feelings. For example, the follow-up interview at the second inservice site showed 56% of the respondents felt the workshops could have been more effective. The majority of comments received in debriefing sessions at the end of the workshops were negative, some were outright hostile. The preservice end-of-quarter class discussion showed fairly positive feelings, with a sprinkling of negative ones. To summarize, many positive and negative feelings were evoked, and it seems impossible to clearly conclude that "significantly more positive attitudes toward program development" were demonstrated.

Conclusions, Recommendations

Some useful clues about the audience for which the prototype is best suited seem apparent. Competencies developed by preservice participants clearly outstripped those of inservice participants, at least by their own estimate. Preservice participants were less familiar with the information in the modules beforehand, and had had fewer previous learning experiences related to the topics; this seemed to make the experience more worthwhile for them. They tested higher in the post-workshop knowledge exam. They provided generally fuller and more positive comments on reaction forms and seemed much more positive in their debriefing at the end of the experience. Their lack of a program of their own may represent a disadvantage, as it may mean these participants lacked perspective to judge their ability to achieve the program development called for in the modules. Nevertheless, this seems to be outweighed by other factors. The prototype seems better suited to a preservice than an inservice audience.

In the line of recommendations, improvements can be effected in both the materials and delivery of the prototype. Chief examples in the former category are:

- Orienting the content toward a more sophisticated audience for inservice applications
- Strengthening the practical orientation for inservice applications
- Shortening and simplifying textual sections
- Simplifying the vocabulary
- Upgrading the quality of particular phases; i.e., Phases 3 and 4
- Improving the evaluation instruments

Chief improvements possible in the delivery of the prototypes are:

- Improved orientation, combined with an adequate needs assessment

- Improved training of Coordinators
- Improved facilities and scheduling for the workshops
- Designating some of the workshop tasks as homework tasks and allowing more individualization
- Careful selection of settings to avoid before-the-fact negative attitudes
- Administering the prototype to only a genuinely voluntary inservice audience

In summary, a fairly extensive program (72 hours) of competency-based instruction was developed and field tested. Results were mixed, with competencies increasing to a degree, and attitudes toward the experience a mixture of positive and negative. Central to a successful experience with the self-development materials and procedures seems to be a selection of the most appropriate audience for them, and the preservice audience fared better than inservice ones. A number of improvements could be made in both the materials and their delivery. With such improvements and refinements, the prototype could quite possibly make a significant impact on one area of education.

Publications of the Project

Dayton, Charles. *A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Followup.* Yearly Progress Report. Palo Alto: American Institutes for Research, 1975.

Dayton, Charles. *A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Followup.* Final Report. Palo Alto: American Institutes for Research, 1976.

Developing Comprehensive Career Guidance Programs. Palo Alto: American Institutes for Research, 1975.

Sanderson, Barbara, Carolyn Helliwell. *Module 1 - Career Development Theory.*

Dayton, Charles, H. B. Gelatt. *Module 2 - Program Development Model.*

Dayton, Charles. *Module 3 - Assessing Desired Outcomes.*

Dubois, Phyllis. *Module 4 - Assessing Current Status.*

Dayton, Charles. *Module 5 - Establishing Program Goals.*

Harrison, Laurie. *Module 6 - Specifying Student Performance Objectives.*

H. B. Gelatt. *Module 7 - Selecting Alterntaive Program Strategies.*

Pletcher, Barbara. *Module 8 - Specifying Process Objectives.*

Pletcher, Barbara. *Module 9 - Developing Program Staff.*

Jung, Steven. *Module 10 - Trying Out Activities and Monitoring.*

Wolman, Jean. *Module 11 - Conducting Summative Evaluation.*

Roberts, Sarah. *Module 12 - Communicating Evaluation Results.*

Each of these 12 modules consists of a participant's manual and a Coordinator's Guide.

McBain, Susan. *Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies.* Palo Alto: American Institutes for Research, 1975.

Five Tape-Slide introductions for the modules were produced, entitled *Developing Comprehensive Career Guidance Programs:*

Orientation
Phase 1 - Planning
Phase 2 - Structuring
Phase 3 - Implementing
Phase 4 - Evaluating

Palo Alto: American Institutes for Research, 1975.

This report has four basic sections:

- Methods
- Results
- Conclusions and Recommendations
- An Appendix

The "Methods" section is a report on the project from the management standpoint. It describes the activities and accomplishments of the project over the 18 months of its duration, discusses the major problems encountered, and summarizes the staff utilization.

The "Results" section focuses on the project's research findings, summarizing the data from the field tests and analyzing these to allow for appropriate conclusions. It has four subsections:

- The Participants
- Impact - Competencies Developed
- Impact - Reactions to the Experience
- Influencing Factors

The "Conclusions and Recommendations" section synthesizes the findings of the research and presents the appropriate conclusions to be reached. It also draws the implications from these conclusions in the form of a series of recommendations.

Due to its length and detail, one digest has been moved from the "Results" section to the Appendix. A separately bound volume entitled "Supplement to the Final Report: Papers and Instruments," of less general interest, contains all of the various instruments and documents produced by the project. They fall into the following categories:

A. The Integrated Model
B. The National Search Materials
C. The Pilot-Test Evaluation Materials
D. The Field Test Evaluation Materials
E. The Follow-up Evaluation Materials
F. The Concept Paper

In addition, it should be noted that the project produced the following products, which together with this report, constitute the sum total of the project's products:

- Twelve modules, bound in five volumes, labeled "Orientation" and "Phases 1-4"
- Twelve Coordinator's Guides, bound and labeled as the modules
- Five tape-slide productions, paralleling the five volumes of modules
- A catalog of competency-based staff development programs and statements of competencies, the result of the project's national search

The question which this project set out to answer is stated in its research hypothesis, page IV-9 of the proposal:

> Selected State, school district, and school personnel involved with guidance, counseling, placement, and follow-up programs will demonstrate significantly more program development competencies in both simulated and real-life situations and significantly more positive attitudes toward such program development after they have experienced a staff development prototype series of activities (i.e., competency-based packages and technical assistance structured by checklists) than competencies and attitudes they demonstrated on repeated measures administered before they were exposed to the prototype.

A brief elaboration of this statement would probably serve as a useful introduction to this document.

"Program development competencies" are the key words in this hypothesis. School guidance personnel are facing something of a crisis currently. Budget cutbacks are forcing administrators to take a hard look at "nonessential" programs, and often one of the first places they look is to guidance programs. Such programs seem to lack the clear accomplishments and rationale of instructional programs. Often counselors "do their own thing," mostly individual counseling, and the guidance program lacks any program-wide objectives at all. Certainly such programs rarely evaluate their accomplishments thoroughly. And in providing largely individual counseling, they often fail to provide the career guidance that young people more and more clearly need. It is our contention that if guidance programs can be induced to measure student needs, set out clear objectives that include the career guidance

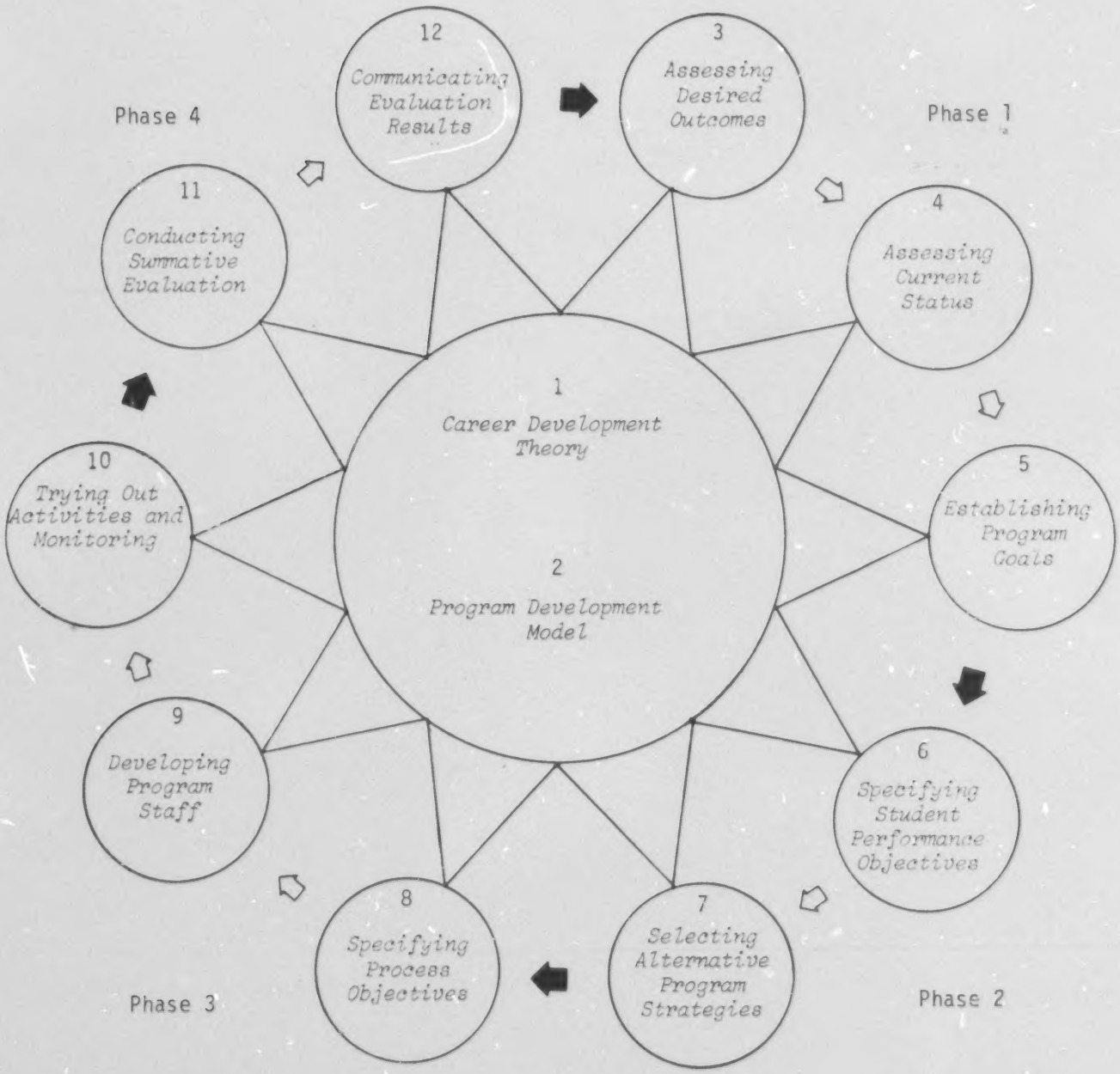
needs, choose effective strategies that will reach large numbers of students (as opposed to individual counseling), and evaluate their efforts to dramatically demonstrate to administrators (and taxpayers) what they are accomplishing, they will both avoid extinction and improve their usefulness. It is these kinds of activities that we mean by "program development."

The problem is that traditional staff development programs for guidance personnel do not teach these things. They focus on "counseling" (in the narrow sense), and rarely go beyond knowledge and attitude outcomes. A "competency-based" program demands that an individual be able to demonstrate a usable skill. The central idea behind our "staff development prototype" is that guidance personnel be given the skills needed to plan, organize, and evaluate their programs effectively. A look at the titles of the 12 modules on the circular model on the next page will convey in more detail what these skills are. The phases are groupings made largely for convenience sake, and are indicated by the dark arrows.

To rephrase our hypothesis, then, it was our hope to improve the skills of guidance personnel in these areas, and to have them become more concerned about and enthusiastic toward such concerns. This is a report on how we did.

A Model for Developing

Comprehensive Career Guidance Programs



Major Activities and Accomplishments During the 18 Months

A. *Integration of the American Institutes for Research (AIR) and the State of California Program Development Models*

B. *The National Search*

C. *Development of Prototype*

1. *Module Content Focus*
2. *Module Formats*
3. *Production of Modules*
4. *Additional Prototype Materials*

D. *Pilot Testing*

E. *Module Revision*

F. *Field Testing*

G. *Concept Paper*

H. *National Advisory Panel Meeting*

I. *Dissemination*

A. Integration of the American Institutes for Research (AIR) and the State of California Program Development Models

The two models developed independently were thoroughly examined. California has produced a series of six monographs and a Master Plan for the state, together describing in some detail the model for improvement of guidance services in California. AIR has worked over the past several years developing its model, as described in *Developing Career Guidance Programs*, published by Educational Properties Inc. The essential common elements were explored. A series of discussions and meetings were held with Dr. Anne Upton, Director of Guidance Services in the state education department, and members of her staff. It was decided that since the two models are so closely parallel, and the real need now is for action and implementation of them, a brief and succinct document would best serve as the integrated model. This was drafted, revised, and distributed to the National Advisory Panel for review. It was then discussed at the Panel meeting in September 1974 and suggestions for changes were gathered. It was revised accordingly and is included in its final form as Section A of the supplementary volume of this report.

B. The National Search

A search letter was composed describing what it was we were looking for and requesting information and/or materials related to this. A prepaid postcard was prepared for easy response. A follow-up letter was also prepared. All three are contained in Section B of the supplementary volume of this report. These were sent in November and December 1974, the follow-up letter approximately one month after the original.

A mailing list with approximately 1200 names was developed, drawn from several sources:

1. All institutions of higher education with counselor education programs
2. All publishers active in educational fields
3. All state departments of education
4. All members identified on American Personnel and Guidance (APGA) mailing lists provided by various division presidents in five areas:
   a. School counseling
   b. Rehabilitation
   c. Group counseling
   d. Higher education
   e. Corrections
5. All state vocational research offices
6. All federal regional educational laboratories
7. All relevant (from past work) research and development centers
8. A selection of sources sifted from a search of Stanford University's data bank of *teacher* competency-based education programs.

This entire list was put on MTST tape for easy reuse and subsequent mailings.

A full library of responses was maintained, based on information provided on the response postcard. Materials were likewise cataloged and shelved according to a prearranged filing system. Follow-up calls were made to several dozen promising sources for additional information and materials.

All received materials were reviewed and preliminary abstracts drafted. Two basic categories were decided on for catalog descriptions: actual staff development programs, and statements of needed guidance staff competencies. Far more of the second were gathered, as this represents the first step usually taken in moving to a competency-based program. Those abstracts requiring additional information were identified and additional contacts

made via telephone. A format for the full catalog descriptions was decided upon.

The catalog was drafted in the spring of 1975, and final additions made over the summer. It was then reviewed, revised, edited, and printed in November 1975. Approximately 40 copies were distributed to individuals who had cooperated by contributing materials, and approximately another 30 distributed to professional contacts interested in its use. In addition, it was described in a flyer which was sent to all those on the original mailing list, and made available through the AIR publications office to the general public.

C. Development of Prototype

Since this category represents the single biggest task on the project, it has been subdivided into four categories.

1. Module Content Focus

Determining the precise topics of the modules involved a lengthy series of discussions among project staff members, consultation with outside experts and consultation with the National Advisory Panel members and the project monitor. Many criteria were considered. Lists of possible topics were developed, reviewed, and revised. It was finally decided, in October 1974, that the skills of planning, developing, implementing, and evaluating comprehensive programs of career guidance, counseling, placement, and follow-through should be the sole focus of the modules. This fits with:

1. The highest needs determined in previous studies
2. AIR's experience and expertise
3. U.S.O.E.'s priority determinations
4. The need to limit the topics to an area small enough that there was a reasonable hope of efficiently delivering the needed skills to the target audience

As search materials came in, they were reviewed for their usefulness in contributing to the module topics decided upon. While some such materials did prove useful, no single set of materials was uncovered that could simply be adapted into a module. Thus our original hope of "adapting three to five competency-based staff development packages discovered in the

national search" was frustrated. Instead, we determined that we would have to develop the full quota ourselves.

2. Module Formats

Included in the tasks here were the gathering of feedback from try-outs of earlier versions of modules developed at AIR, and consultation with experts on the most effective delivery methods of staff development programs. A series of meetings among project staff and outside consultants were held from July through November 1974, considering such basic structural factors as: module performance objectives, necessary subparts of a module, activities, discussions, simulations, built-in assessment and evaluation, application of skills to participants' own settings, use of extra-module resources, and use of technical assistance. Other variables discussed and for which determinations were made included: length, writing style, nature and frequency of examples, use of cartoons, graphics, binders, page layout, organization of subparts, level of detail and sophistication, and the need for and nature of effective orientation. With the necessary definition in all these areas, it was possible to proceed with assigning modules to writers and actual development of materials.

3. Production of Modules

Once the module topics and formats had been defined, each module was assigned to a writer. All assignments were made by November 1974. Working with a set of guidelines developed by the project director, and resource materials pulled together from many sources, each writer made a thorough study of his or her topic and developed a set of precise specifications for the module. These included the behavioral objectives (at least three skill ones, generally four to six total per module) the module would deliver on, and outlines of central parts of the module (reading sections, activities, discussions, assessment sections). These specifications were reviewed by senior project staff and feedback given writers in a series of meetings. Most sets of specifications were revised at least once, many two or three times.

Once the specifications were agreed upon, writers developed first drafts of each module. All writers began this task by the end of December 1974. A constant process of communication was carried on among writers,

senior project staff, librarians, outside experts, and AIR in-house experts during this period. Drafts were typed, reviewed, and revised regularly. By March all modules except one were ready for pilot test production.

Production involved typing, cartooning, obtaining reprint permissions, adding headliner headings, inserting dividers between sections, paginating, obtaining and preparing binders, reproducing originals, and final checking prior to pilot testing. The pilot test occurred 1-3 April 1975.

4. Additional Prototype Materials

While the modules constitute the heart of the staff development prototype, certain supplementary materials were also agreed to. There are three main examples: tape-slide introductions for the modules; technical assistance aids to supplement the modules; and evaluation materials beyond those contained in the modules, to be used in the pilot and field tests.

Work on the *tape-slide introductions* involved determining the nature, number, and focus of these. Expense made producing one of these for each module prohibitive. Since their main function was to provide illuminating, motivating introductions, it was decided to develop just one for the whole set of modules. A script was written, photographs taken, a tape produced, and the production assembled for use at the pilot test. Feedback from the pilot test suggested a number of changes and resulted in dividing the tape-slide into five segments, using artwork through each, a professional announcer, studio production of the tapes, and expanding the production to include more detail on the nature of the modules. Production work on these tasks was completed in August 1975, and the revised tape-slides were used in the field tests.

The task of producing *technical assistance aids* to go with the modules involved first defining the most useful nature of these. Since all feedback pointed in the direction of a larger role for the module coordinator (moving away from earlier programmed learning versions of the modules), it was decided a booklet which would be helpful in defining and performing this role was most sensible. Called Coordinator's Guides, these were developed by writers at the same time as the modules. For each module we included a lightweight introductory activity to get participants involved,

introductory remarks appropriate to the topic of the module, feedback for the discussions and activities, criteria by which to measure successful accomplishment of all module objectives, an introduction for the application section of the module, and general role definitions for the coordinator along with a specific checklist of functions keyed to each module. These were drafted, reviewed, pilot tested, and revised along with the modules. Coordinator's Guides were completed and printed in August 1975.

Pilot test evaluation instruments were prepared with two purposes in mind: module review by experts (National Advisory Panel members, the project monitor, California State Education Department guidance staff members, consultants) and for use by participants in the pilot test. One instrument called a *Module Review Form* was developed in the first category. For the pilot test participants, a battery of forms was prepared which included:

- *Participant Information Questionnaire*
- *Module Evaluation Package*
- *Comparison of Modules* (Pre and Post)
- *Participant Assessment Form*

In addition, evaluation instruments within the modules were used, including:

- Module preassessments
- Module postassessments
- Competency checklist (in Module 2)

All of the first four instruments are included in Section C of the supplementary volume of this report.

D. Pilot Testing

The pilot test was held from 1-3 April 1975 at AIR, Palo Alto and was conducted by senior project staff with help from some of the writers. All participants (16) spent the first day on orientation (two modules) and then selected two additional modules for the subsequent two days. Participants worked through the modules as trainees, at the same time they critiqued them and provided their reactions and suggestions for improvement.

The group included in the pilot test represented a broad range of positions, levels, and locations. Twelve school districts were represented, with a mean number of 9.1 years in the district for each participant. Ninety-three percent of the participants held both bachelor and masters degrees, 30% doctorates. One hundred percent had held teaching positions, 87% counseling positions, 47% administrative positions, while two were

psychologists, one a dean of students, one a guidance consultant, and one a guidance coordinator. Mean age was 44 years. Approximately equal numbers of men and women were represented.

A great deal of feedback was collected. It was fairly balanced between positive comments and criticisms. The pilot test was intended to seek suggestions for improvements for revision however, and it succeded in this regard. The following very briefly summarizes the feedback received.

Positive Reactions

- Use of coordinators, and their helpfulness
- Tape-slide introduction
- Introductory activities
- Light, well edited reading; examples
- Discussions
- Cartoons
- Formatting

Negative Reactions

- Lack of adequate overview, orientation
- Length - too much material
- Heaviness of the text, use of technical jargon
- Preassessment - being tested before having chance to learn
- Simulations - having to think through hypothetical situations
- Readings outside the module
- Application - leaving it until the end

We summarized all the information, integrated feedback from National Advisory Panel members, in-house experts, and state education department personnel, and in mid-April 1975 began revisions in preparation for the field test.

E. Module Revision

The revision process was an extensive one. For each module, we did the following:

- Spread the activities through the module, so that instead of having all reading together followed by all activities, the module had small sections of reading, each followed by a discussion and/or activity
- Moved parts of the application activities to earlier sections of the module

- Added practice activities; reduced reading
- Structured discussions around participants' own settings rather than hypothetical settings
- Eliminated the preassessments
- Expanded the glossaries
- Improved layouts with additional boxes, bold face type, color-coded pages, and additional cartoons
- Carried out thorough editing to eliminate jargon, lighten the tone, clarify the style, add examples, add summaries at the beginning and end of sections of text, and in general, make the modules easier to read
- Added an appendix to accommodate essential extra-module readings. Most readings were eliminated.

This required a writer an averge of a week's additional work per module. It also involved going through an entire second round of typing and production to prepare the modules for printing. All modules were finished and printed by August 1975.

F. Field Testing

The modules were field tested in three settings: Mesa Verde, a high school near Sacramento, California; Grossmont, a school district (nine schools were involved) near San Diego, California; and in an undergraduate class of Dr. Norman Gysbers' at the University of Missouri, Columbia, Missouri. Dates and numbers of participants for each of these field tests were:

N	Location	Date
18	Mesa Verde	August 25-28, 1975
47	Grossmont	September 29-October 9, 1975
19	Dr. Gysbers' Class	Fall quarter, late August-early December, 1975

At both Mesa Verde and Grossmont a selection plan was used so that any one participant would only work through a limited number of modules--generally one phase. In Dr. Gysbers' class, participants worked through all 12 modules. Since results of the field tests compose the results of the research, and the exact nature of the participants is related to this, further detail on these field tests will be omitted here and left for the "Results" section. A full report on their outcome is included there.

G. Concept Paper

A commitment of the project was to produce a concept paper for the expansion of the staff development prototype produced on this project to additional topics with field testing in four states. Originally we intended to develop this paper toward the end of the project. Instead, we decided to produce it in the fall of 1974 and circulate it to interested states at that time. This led to a proposal which was submitted to the same funding source as for this project, for fiscal 1975, and eventually to the funding of Project G007500347. This concept paper is included as Section F of the supplementary volume of this report.

H. National Advisory Panel Meeting

In accordance with the proposal, a National Advisory Panel meeting was held at AIR, Palo Alto on 26-27 September 1974. The following were present:

Panel Members:

Ms. Lillian Buckingham, Director (retired)
Baltimore Public Schools Placement Service
Baltimore, Maryland

Dr. William L. Cash, Jr.
Assistant to the President for Human Relations Affairs
University of Michigan
Ann Arbor, Michigan

Dr. Norman Gysbers, Director
Career Development, Guidance, Counseling, and Placement Project
University of Missouri
Columbia, Missouri

Dr. Lorraine Hansen, Professor
Counselor Education
University of Minnesota
Minneapolis, Minnesota

Dr. David V. Tiedeman, Professor
ERIC Clearinghouse in Career Education
Northern Illinois University
DeKalb, Illinois

California State Education Department Representatives:

Dr. Jay Rollings, Guidance Services
Dr. James Crandall, Vocational Education

Project Monitor:

Mr. David Pritchard

Project Staff:

Dr. G. Brian Jones, Dr. Anita Mitchell, Charles Dayton, Carolyn Helliwell, Laurie Ganschow [Harrison], Laurie Hopkins, and Philip Clendaniel

Topics covered at the meeting included:

- Review of the time and task analysis developed for the project
- Review of the integrated model
- Discussion of the search (the letter, make-up of the mailing list, purpose of the search)
- Target audience for the modules
- Topics for the modules
- Definition of "competency-based"
- A number of more detailed issues related to module definition and intended use

On each of these topics panel members and others presented their ideas and reactions and in most cases the group reached a satisfactory definition with which to proceed on the project. Panel members agreed to be available as resources in writing modules and to review drafts as they became available.

A second National Advisory Panel meeting was originally scheduled for the fall of 1975. Partly because of the lack of contact the panel had had with the project since the first meeting (see the "Problems" section following), and partly because there seemed to be little compelling reason for the meeting, the Project Director made a tentative decision to cancel it. He then checked with the Project Monitor to obtain clearance for this decision, and asked the Panel members themselves their views on the decision. All agreed it was a sensible decision. In the meeting's stead, the Project Director offered to pay a visit to any of the Panel members so desiring it, on a swing through the East he was making for another project. Three members so requested and received this visit: Dr. Cash, Ms. Buckingham, and Dr. Gysbers.

I. Dissemination

A number of dissemination activities have been conducted. One hundred extra copies of the modules and 200 of the catalog were printed for general distribution. These were paid for by AIR company funds, not project funds. Permission was sought and granted for this effort from the USOE Contracts and Grants Office. A letter and flyer describing these products were sent to all individuals on the National Search mailing list. This served the addi-

tional function of letting those from whom we sought help know that their help resulted in concrete products which they could now obtain and use. As of the date of preparation of this report, approximately 75 copies of the modules and 50 copies of the catalog had been sold.

Two project staff presented a workshop based on the modules at the American College Personnel Association Workshop Fair on October 28 in St. Louis, Missouri.

ERIC-CAPS at the University of Michigan under the direction of Drs. Garry Walz and Libby Benjamin will publish a 100-plus page monograph as part of a series of special *Impact* publications which will be largely devoted to the work of this project. Coauthored by G. Brian Jones, Charles Dayton, and H.B. Gelatt, it will describe the planning-evaluation model behind the modules, their nature, and how they will develop the skills needed to effect this approach, and some of the student materials that can be integrated with this approach. The title of this monograph will be *New Methods for Delivering Human Services*.

A new resource book for graduate students in guidance and counseling, to be entitled *New Horizons In Counseling Psychology*, will include a chapter describing our competency-based staff development approach and provide an overview of the results of the national search. The chapter, authored by Charles Dayton and Brian Jones, is entitled "An Innovation in Competency-Based Staff Development for Program Planning," and is approximately 35 pages in length. The book is being assembled by Dr. Chris Hatcher at Langley Porter Neuropsychiatric Institute in San Francisco and Dr. Bonnie Brooks at Texas State University at El Paso, and will be published by Albion Publishers of San Francisco, California.

Problems

There are, of course, innumerable problems encountered over an 18-month's duration, and it is a difficult task to separate those worthy of mention from the routine. Those selected here have been chosen because in some way they have altered the original plan of action on the project. There are five such examples.

The response to the national search was disappointing, in two regards. First, in spite of the fact that respondents needed only to check a multiple-choice item on a prepaid postcard, only 57% replied. Second, of the original sampling of 1235, materials were received from only 126 individuals, or 10%. Both of these were disappointing results, reflecting the rudimentary state of the art in competency-based education of guidance personnel.

Directly related to these results was the fact that we were unable to adopt any materials from the search into modules. As explained in section IC1, there simply were no materials received which were of sufficient quality and met with our topic selections to be of use. This meant that we had to do more work ourselves in developing modules from scratch to reach the numbers we agreed to produce.

A third difficulty relates to the role of the National Advisory Panel. As the proposal was originally written, this body played an important role in evaluating project products. The budget cutbacks mandated when the proposal was funded cut the amount this group could do, and its role became primarily one of reviewing and overviewing. It could not meet often enough to be involved in most of the important project decisions or provide regular substantive feedback and thus much of the value originally hoped for from these national experts was lost.

A fourth change from the original plan (not really a problem) was a redefinition of the pilot test participants. Where we originally intended to have the state department personnel serve in this role (since they would subsequently lead the modules in the field tests), it became apparent that they could more usefully serve as reviewers of the modules and help in their development. Thus we selected a group of practitioners from the San Francisco Bay Area as pilot test participants. This proved more satisfactory on all counts, as it provided us with feedback directly from those faced with the day-to-day problems.

The fifth problem was the difficulty of finding suitable field test sites for the modules. While sites were found, the task was an arduous one. The immediate problems schools were trying to deal with were becoming more and more overwhelming. Finding districts with enough money and foresight to release personnel to develop skills related to planning and evaluating programs, subjects with long term but not necessarily immediate benefits, was not easy.

Each instance that required a change in the definition of the project's plan of action was discussed with the project monitor and cleared ahead of time. On balance, the project probably had fewer problems than most.

Staff Utilization

Following is a list of project staff and their titles, their role on the project, and their period of employment over the 18 months.

Name and Title	Role on Project	Period of Employment
G. Brian Jones, Principle Research Scientist	Responsible Investigator	2 months
H.B. Gelatt, Research Scientist	Responsible Investigator, Writer	7 months
Anita Mitchell, Senior Research Scientist	Senior Reviewer	½ month
Charles Dayton, Senior Research Associate	Project Director	12 months
Laurie Ganschow [Harrison], Associate Research Scientist	Writer	1½ months
Barbara Sanderson, Senior Research Associate	Writer	1 month
Jean Wolman, Senior Research Associate	Writer	1½ months
Carolyn Helliwell, Research Associate	Writer	½ month
Sarah Roberts, Senior Research Associate	Writer	1½ months
Steven Jung, Senior Research Scientist	Evaluator, Writer	1 month
Barbara Pletcher, Research Associate	Writer	1½ months
Jurgen Wolff, Associate Communications Specialist	Cartoonist	½ month
Philip Clendaniel, Research Assistant	National Search Coordinator	8 months

Name and Title	Role on Project	Period of Employment
Susan McBain, Senior Research Assistant	Catalog Writer	2 months
Phyllis Dubois, Consultant	Writer, Editor	1 month
Merlynn Bergen, Consultant	Evaluation Instrument Developer	15 days
Beverly Harlan, Administrative Assistant	Production Supervisor	4 months
Jean Reynolds, Secretary	Typing, Production	5 months

In addition, the five members of the National Advisory Panel spent two days each on the project at the September 1974 meeting, and a variety of personnel helped in small bits on the production of the tape-slides (photography, modeling, artwork, announcing, and tape production).

Introduction

This "Results" section will have four basic divisions:

- The Participants
- Impact - Competencies Developed
- Impact - Reactions to the Experience
- Influencing Factors

"The Participants" section will briefly describe the number and nature of the participants in the three settings in which the modules were field tested: Mesa Verde, Grossmont, and Dr. Gysbers' Class. The "Impact - Competencies Developed" section will present the majority of the data collected, particularly where they provide some statistical indication of what was achieved. These data will be briefly discussed to indicate the findings of most interest. The "Impact - Reactions to the Experience" section will summarize comments made on various of the data collection instruments and in debriefings, and will try to capture the feelings and attitudes of participants toward their experience. The "Influencing Factors" section will briefly summarize the more important nontreatment "contaminating" factors that affected participants' attitudes toward their experiences.

One general point should be made here. This project was never intended to be a hard scientific inquiry which would use experimental designs and carefully controlled tests to produce convincing parametric results. It developed approximately 1,000 pages of training materials, and made an honest attempt to try them out on the intended audience. Much useful information is available concerning the result. But each audience was small, no controls were included in the tryouts, and the data were not as objective as possible. Practical constraints often made it difficult to obtain full and desirable responses from all participants. A school workshop is not a good experimental laboratory. We do not apologize for the results; given the constraints and intent, they are quite respectable. But we do not pretend they are more than descriptive data that suggest certain conclusions. They are not hard scientific findings that have undergone sophisticated statistical analysis.

The Participants

Mesa Verde is a rural/suburban high school about 15 miles east of Sacramento. It is on an experimental year-around schedule, currently in the second year of this schedule. This is what made it an attractive site, since it could accommodate a field test over the summer, and its staff had been selected for their interest in innovation and openness to change.

Grossmont is a suburban district about ten miles east of San Diego, composed of 11 high schools and numerous grade and junior high schools. The district had recently completed development of a Master Plan for Career Guidance and Counseling, closely paralleling in thrust the central message of the modules. This made it an attractive site, where the likelihood was high that the staff development to be delivered through the modules could be well received and take root.

A distinction should be made from the start between these two sites. Mesa Verde involved one school, a relatively small number of participants (18), a shorter time period (two actual training days, plus brief orientation and follow-up sessions), and was thought of as something of a mixture between an actual field test and a tryout for the state personnel as Coordinators for the modules, and warm-up for the Grossmont experience. No released time was provided for participants; they worked a normal school day until 3 pm and went through the modules between then and 10 pm, with a break for dinner.

Grossmont, on the other hand, involved personnel from nine schools, far more participants in all (47), and a time span of two weeks during which individuals could select anywhere from two to six days of actual training. A full day of orientation was provided for everyone, along with a two-hour debriefing session. Released time was provided all participants, the sessions were held from 9 am to 4 pm, and all Coordinators viewed the experience as a full-blown field test.

Table 1 provides information on the participants from these two settings related to age, sex, education, credentials, positions, and length of service in position. A quick scan of this table reveals the major differences between the two groups. As well as being larger, the group at Grossmont was older, more experienced, more highly credentialed, and made up largely of

TABLE 1

Participants in Field Tests

		Mesa Verde (N=18)	Grossmont (N=47)
Districts and Schools Represented	Districts	1	1
	Schools	1	11
Sex Breakdown	Males	10	29
	Females	8	18
Age	20-29	8	0
	30-39	4	19
	40-49	5	18
	50-59	1	9
	60-69	0	1
	Mean Age:	34	43
Education	A.B.	94%	100%
	M.A./M.S.	33%	89%
	Ph.D.	0%	6%
Credentials	Teacher	78%	89%
	Pupil Personnel Service	11%	91%
	Administrator	28%	28%
	Other	6%	19%
Position held	Teacher	72%	85%
	Counselor	11%	77%
	Administrator	33%	23%
	Other	22%	19%
Length of Service in Current Position	Position	2.2 years	4.3 years
	District	4.4 "	8.7 "
	School	1.5 "	6.3 "

pupil personnel staff, as opposed to the heavy weighting of teachers at Mesa Verde.

Participants in these settings used a "team" approach in selecting modules for study. The time involved in going through all 12 modules (72 hours) is prohibitive. Thus each participant went through an orientation, and then selected one phase for study. Variations from this general pattern occurred in Mesa Verde, where some participants completed less than a full phase (due to lack of time) and in Grossmont, where a few participants took two phases, but generally inservice participants completed only one of the four phases. Representatives from any given school generally split up so that all four phases were studied and all the skills were represented on the school's staff.

While the proposal called for two field tests, one in Northern and one in Southern California school districts, a third possibility became available and was selected. One important question the project dealt with was determining the best audience for the staff development process involved. Both the planned field tests were with inservice groups--practicing counselors, administrators, and teachers. Testing the modules' reception and impact with a preservice audience seemed worthwhile, particularly when a project was funded in fiscal year 1975 permitting AIR to develop further modules and test them thusly. One of the National Advisory Panel members, Dr. Norman Gysbers, taught a class at the University of Missouri in the fall 1975 quarter which seemed well suited for the modules. It was made up of 19 undergraduates, a mixture of guidance and counseling majors (sophomores) and several individuals with experience in vocational training jobs. Dr. Gysbers agreed to use the modules as the curriculum for the course. Thus information is available on their use in this preservice setting, and will be reported here.

Impact - Competencies Developed

Several kinds of data provide information on just how effective the modules were in developing the intended competencies. They are:

- The pre-post self-ranking of participants' competence on each module's objectives.
- The Coordinator's plus-minus rating of each participant on each module's objectives.
- The participants' reaction as to the development of useful skills as reported in the *Participant Reaction Form*.
- The participants' reaction as to the improvement of their programs as reported in the two-month follow-up at Grossmont.

The pre-post self-ranking of participants' competence asked each participant to rank her/himself before any modules were studied and again when all that that individual was taking were complete. This ranking covered each of the objectives for the modules studied. A number of difficulties developed in this process. First, some participants said they were unable to form a clear picture of skills outlined in the module objectives. Second, some participants said they needed a standard by which to judge their competence--that they were only guessing. Third, some participants said that the scale provided was hard to use, going from "minimally competent" to "very competent" in one leap. Fourth, participants' self-assessed interest in each module objective was gathered on the same form. Some of the Grossmont participants had made decisions earlier, at their school, on this point, and thus ignored the form, unfortunately also ignoring the competency self-assessment as well. Fifth, there was a reluctance on the part of some participants to rate themselves at all, for a variety of reasons: fear of the consequences (in terms of self-image or supervisor's opinion), hostility toward the form or the workshop experience, lack of understanding of the purpose, and so on. In short, the data obtained are spotty and suspect. In Table 2, which summarizes these results, the numbers represent averages across all participants in the given modules.

This table suggests two interesting conclusions. First, participants at all these settings rated their competence before the workshop or class fairly low on most module topics, and their interest fairly high. This suggests that the module topics were worthwhile ones to them. The widest discrepancies

TABLE 2

Participants' Self Rating of Competence and Interest

Competence

	Pre-workshop/Class						Change**			
	Mesa Verde		Grossmont		Class			Grossmont +		Class +
Mod	Low*	High*	Low	High	Low	High	N	x/objective	N	x/objective
3	---	---	.76	.24	.82	.16	6	.74	19	.93
4	.90	.10	.81	.19	.94	.06	6	.95	19	1.38
5	.71	.29	.75	.25	.92	.08	6	1.00	19	1.02
6	.49	.51	.89	.11	.75	.25	6	.77	19	1.05
7	.79	.21	.82	.18	.88	.09	6	.54	19	1.51
8	.80	.20	.78	.22	.86	.14	5	.36	19	.97
9	.68	.32	.64	.36	.88	.12	4	.00	19	1.17
10	.70	.30	.89	.11	.95	.05	5	.25	19	1.18
11	.67	.33	.38	.62	.93	.06	3	.17	19	1.27
12	---	---	.21	.79	.89	.10	3	-.13	19	1.36

Interest

	Mesa Verde		Grossmont		Class	
Mod	Low	High	Low	High	Low	High
3	---	---	.18	.82	.37	.61
4	.37	.63	.24	.76	.47	.52
5	.23	.77	.33	.67	.33	.67
6	.14	.85	.17	.83	.27	.73
7	.50	.50	.13	.87	.21	.79
8	.48	.52	.44	.56	.42	.58
9	.38	.62	.33	.67	.34	.66
10	.34	.66	.39	.61	.32	.68
11	.23	.77	.26	.74	.34	.60
12	---	---	.24	.76	.22	.72

* This was rated on a four-point scale. The two bottom points on that scale have been combined to form the "low" total, the two top points to form the "high."

** The data for Mesa Verde were too incomplete to present, i.e., N's of 1 or 0 in some cases.

\+ Numbers in these columns represent the average change in score for each objective in a given module. Thus, for example, participants at Grossmont who took Module 5 rated themselves an average of one full point higher on each of the objectives of that module.

between these two represent the areas of highest motivation. The one strong variation from this was on Phase 4 (Modules 11 and 12) at Grossmont, where competencies were rated high prior to the workshop, and gains were low or negative. But in general, participants felt they needed work on the competencies presented.

Students in general rated their abilities lower than practicing guidance personnel prior to the workshops, and their interests about the same, generally quite high. The gains they felt they made were generally higher, in some cases dramatically higher. This suggests that the students represented a more appropriate audience for the modules.

Coordinators at the inservice workshops were asked to maintain a record of how each participant did on each module objective, and provide a plus or minus rating to indicate achievement or lack thereof. Since many of the objectives are measured by how well the participant performs on the skill-building activities, this seemed like the fairest way to determine whether participants could do the things expected of them. Problems developed here due to Coordinators' dislike of the "judging" role, the lack of flexibility possible in the "grade" (a simple + or -), and possible variance among different Coordinators' judgment. These problems were considered, and this + or = rating system selected as the least of many "evils," after considerable deliberation.

Participants' performance as judged by Coordinators is summarized in Table 3. Individual participant ratings have been added to provide the totals for each module. The numbers thus represent "person-objectives," or numbers of objectives achieved or not achieved added across all objectives and participants. (For example, if a module has five objectives, and six participants went through it, there would be 30 such "person-objectives.")

The main conclusion suggested by this table is that most participants achieved most objectives. Where objectives were not considered to be achieved, in most cases it is because they were not treated. Exceptions are Module 4 at Mesa Verde and Modules 6 and 7 at Grossmont. And it should be kept in mind that Coordinators' judgment may vary. But in general, Coordinators felt that participants were achieving module objectives successfully.

TABLE 3

Coordinators' Rating of Participants' Achievement of Module Objectives

Module*	# of Objectives	# of Objectives Achieved, Treated but Not Achieved, and Not Treated**							
		Mesa Verde				*Grossmont*			
		N	Achieved	Treated but Not Achieved	Not Treated	N	Achieved	Treated but Not Achieved	Not Treated
3	7		*Not Conducted+*			*Conducted, No Data Collected+*			
4	6	5	9	11	10	13	78	0	0
5	7	5	21	3	11	12	72	0	0
6	5	7	19	9	7	14	37	19	14
7	4	7	28	0	0	10	20	14	6
8	5	6	24	0	6	13	63	0	2
9	5	5	22	3	0	11	53	0	2
10	6	5	25	0	5	10	60	0	0
11	8	5	30	0	10	10	79	1	0
12	6?		*Not Conducted+*			*Conducted, No Data Collected+*			

* Modules 1 and 2 were Orientation Modules and lacked the skill-oriented objectives of 3-12. Thus, these data were not collected for them.

** "Not Treated" Objectives resulted from participants having to leave early, Coordinators choosing to omit parts of modules, and so on.

\+ These gaps were due to Coordinators who failed to fill out the forms, at Grossmont. Modules 3 and 12 simply were not conducted at Mesa Verde, as not enough time was available to do all the modules.

The *Participant Reaction Form* contained a number of items bearing on the participants' development of usable skills, as perceived by participants themselves. It specifically samples reactions on:

- Usefulness of the modules studied, from the individual participant's point of view and that of guidance people in general.
- Familiarity with the information presented, and past learning experiences related to it.
- Gain in skills and specific methods usable in participants' own settings.

Items contained in the instrument also ask for gain in motivation to improve school guidance programs, unanticipated effects, general criticisms or suggestions, and ratings of the Coordinator. These will be reported in the section on the reactions to the experience.

The data appearing in Table 4 are presented by items on the *Participant Reaction Form*, across all modules. For the inservice field tests, the data have been grouped across the Mesa Verde and Grossmont settings. The results from the preservice field test are presented in parallel fashion to show the comparison.

Table 4 suggests a number of conclusions.

- First, it strongly suggests that participants felt the modules were useful to them and would be for guidance people in general, in terms of developing the skills on which they focus.
- Many participants had had exposure to the topics previously. About half of the information was rated as familiar, and about two-thirds of the participants had had previous learning experiences in the topics covered. Inservice participants were considerably more experienced in this regard than were preservice participants.
- Most participants (79%) felt the modules helped them acquire and practice skills so they are now well prepared to use them in their work. Students were a little less comfortable on this point than practicing professionals.
- Most participants (90%) felt they could use specific methods from the modules.

TABLE 4 (continued on next page)
Participant's Reaction Form

Module*	3		4		5		6		7		8		9		10		11		12		Totals		
	I+	P+	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	Comb.
1. *What are your overall reactions to this module from your own point of view?*																							
At lease 75% of the module helped me acquire and practice the skills on which it focuses.	7	9	9	10	7	10	11	11	9	7	5	5	4	6	1	5	4	5	4	5	61	73	134
50-74% of the module was useful to me.	5	7	6	8	9	7	6	6	7	9	5	12	7	9	3	11	10	9	2	8	60	86	146
25-49% of the module was useful to me.	1	2	1	1	0	1	1	2	1	2	4	1	2	4	9	3	0	5	3	5	22	26	48
Less than 25% of the module was useful; the material is not relevant to my work.	0	1	0	0	0	1	2	0	0	0	4	1	1	0	3	0	0	0	0	1	10	4	14
2. *What are your overall reactions to this module from the point of view of guidance people in general?*																							
At least 75% of the module will help participants acquire and practice the skills on which it focuses.	6	11	11	12	6	11	7	10	12	10	6	8	2	6	1	5	5	7	3	5	59	85	144
50-74% of the module will be useful to them.	5	7	5	6	9	7	9	8	4	7	2	8	5	10	6	11	7	5	5	8	57	77	134
25-49% of the module will be useful to them.	2	1	0	1	1	1	2	1	0	2	6	3	5	2	8	3	1	7	1	4	26	25	51
Less than 25% of the module will be useful, as the material is not especially relevant to guidance programs.	0	0	0	0	0	0	2	0	0	0	3	0	2	1	1	0	0	0	0	2	8	3	11
3. *How familiar was the information in this module?*																							
At least 75% of the material was familiar to me.	2	5	0	2	2	2	8	5	6	2	6	1	2	2	6	1	2	3	1	7	35	30	65
50-74% of the material was familiar to me.	10	6	11	3	9	7	4	3	1	7	4	8	5	4	2	4	6	7	5	3	57	52	109
25-49% of the material was familiar to me.	0	5	3	6	5	3	5	6	8	6	3	5	2	6	6	8	5	5	3	6	40	56	96
Less than 25% of the material was familiar to me.	1	3	2	8	0	7	3	5	2	4	5	5	3	7	1	6	1	4	0	3	18	52	70

*Because Modules 1 and 2 were orientation in nature, this information was not collected on them.
+I=Inservice setting--Mesa Verde and Grossmont combined. P=Preservice setting--Dr. Gysber's U. of Missouri class.

Table 4, continued

Module*	3		4		5		6		7		8		9		10		11		12		Totals		
	I+	P+	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	Comb.
4. *Have you had previous learning experiences in the knowledge and skills covered in this module?*																							
Yes	12	15	12	11	12	12	16	10	9	9	13	10	10	6	13	8	12	12	9	12	118	105	223
No	1	4	4	8	4	7	4	9	8	10	5	9	4	12	2	11	2	7	0	7	34	84	118
If yes, check the types of previous learnings																							
Preservice courses through a college or university	10	12	6	7	3	6	7	8	5	5	8	4	4	3	9	6	7	9	6	8	65	68	133
Workshops and/or inservice	2	3	7	2	9	4	9	2	4	1	8	2	7	2	8	1	2	3	1	6	57	26	83
Reading on your own	4	3	7	1	6	3	8	3	5	2	5	2	2	1	11	3	5	2	4	4	57	24	81
Experience on the job	11	2	8	2	9	3	15	4	9	3	10	3	7	3	11	2	9	3	5	5	94	30	124
5. *Did you feel that the module helped you acquire and practice skills so that you are now well prepared to use them in your work?*																							
Yes	12	16	11	14	16	18	18	16	16	15	15	16	12	12	9	12	11	12	7	11	127	142	269
No	1	3	5	5	0	1	2	3	1	4	3	3	1	7	6	7	3	7	2	8	24	48	72
6. *Could you use specific methods from this module to improve guidance, counseling, placement, and/or follow-through programs in your school setting?*																							
yes	12	18	16	17	16	18	18	16	17	18	15	17	11	16	13	15	13	17	8	16	139	168	307
No	1	1	0	2	0	1	2	3	0	1	3	2	1	3	2	4	0	2	1	3	10	22	32

Because the Grossmont field test was so much more substantial than the Mesa Verde one in terms of numbers of participants and amount of time asked of participants, a follow-up data collection was conducted there two months following the workshops to gauge effects that occurred during that time. Thirty-seven of the original group of 47 participants were reached in this effort. The remaining ten were unavailable due to transfers or conflicting schedules. This follow-up involved two types of measures: 1) short-answer tests on the modules an individual studied; and 2) an interview with each participant, using a structured interview form which focused on:

- Progress over the two months on plans developed at the workshops.
- Positive and negative changes in programs resulting from the workshops.
- New planning as a result of the workshop.

The form also gathered information on suggestions for improvements in the workshops, side effects, and general reactions. These will be reported in the section on reactions to the experience.

The short-answer test was also administered to the college class, at the end of the quarter, for all modules. The follow-up interview seemed inadvisable, since these participants had no setting in which they were working to gauge the practical effects of the experience. The results of the test in both Grossmont and in the class are summarized in Table 5. Table 6 summarizes the results of the two-month follow-up interviews at Grossmont.

Three conclusions seem apparent from Table 5.

- No one in either setting did consistently well. This suggests a weakness in the test. It measured just knowledge, while the modules' main thrust was toward skills, and this may account for much of this problem.
- Students generally did better than working professionals. This may reflect their general test-taking skill, their chance to study which inservice participants were not afforded, or a genuinely greater knowledge of the modules' content.
- Lack of any response was a problem at Grossmont which was absent in the class. This reflects the "captive audience" nature of the class. It also may reflect a greater degree of resentment and resistance both toward the test and the workshop experience on the part of the Grossmont Participants.

Table 6 applies just to Grossmont. It suggests several conclusions.

- Only 40% of the participants wrote up plans for applying the module skills to their school setting.
- Forty-four percent of the participants felt their school program had improved as a result of the workshops. Forty-seven percent felt it had not.
- Thirty percent of participants felt there were negative effects of the workshops; 62% did not feel this.
- Plans made in the workshop had been followed to varying degrees, suggesting no clear pattern of use or disuse.
- Fifty-four percent of participants had developed additional plans since the workshops, suggesting increased activity in this direction as a result of the workshops.

TABLE 5
(continued on next page)
Short-Answer Test Results

	% Correct		% Incorrect		% No Response	
	Grossmont	Class	Grossmont	Class	Grossmont	Class
MODULE 1						
Items						
1	79	100	18	0	3	-
2	91	100	6	0	3	-
3	73	94	21	6	6	-
4	61	76	33	24	6	-
5	82	94	15	6	3	-
6	88	94	6	6	6	-
7	82	100	15	0	3	-
8	67	65	30	35	3	-
9	52	59	39	41	9	-
MODULE 2						
Items						
10	79	94	18	-	3	-
11	91	100	6	-	3	-
12	70	88	21	6	6	-
13	91	96	33	24	6	-
14	61	88	15	6	3	-
15	63	94	6	6	6	-
16	82	94	15	-	3	-
17	85	94	30	35	3	-
18	82	94	39	41	9	-
MODULE 3						
Items						
1	91	94	9	7	-	-
2	73	82	27	18	-	-
3	64	53	36	47	-	-
4	73	82	27	18	-	-
5	64	71	27	29	9	-
6	36	24	64	76	-	-
MODULE 4						
Items						
7	91	71	9	29	-	-
8	91	71	-	29	9	-
9	45	94	36	6	18	-
10	91	94	-	6	9	-
11	64	76	18	4	18	-
MODULE 5						
Items						
12	82	35	9	65	9	-
13	91	94	9	6	-	-
14	64	76	27	24	9	-
15	36	53	45	47	18	-
16	73	76	18	24	9	-
MODULE 6						
Items						
1	89	100	11	-	-	-
2	56	65	33	35	11	-
3	44	29	44	71	11	-
4	33	41	66	59	-	-
5	67	35	33	65	-	-
6	44	29	33	71	22	-
7	56	88	44	12	-	-
8	100	100	-	-	-	-
MODULE 7						
Items						
9	33	53	33	47	33	-
10	22	35	44	65	33	-
11	0	29	67	71	33	-
12	55	88	11	12	33	-
13	33	59	33	41	33	-

Table 5, continued

	% Correct		% Incorrect		% No Response	
	Grossmont	Class	Grossmont	Class	Grossmont	Class
MODULE 8						
Items						
1	30	41	50	59	20	-
2	40	82	40	18	20	-
3	50	76	30	24	20	-
4	50	76	40	24	10	-
MODULE 9						
Items						
5	70	100	-	-	30	-
6	40	94	30	6	30	-
7	30	71	40	29	30	-
8	40	76	30	24	30	-
9	60	94	10	6	30	-
10	60	88	10	12	30	-
11	60	65	10	35	30	-
12	60	76	10	24	30	-
MODULE 10						
Items						
13	40	82	10	18	50	-
14	10	41	40	59	50	-
15	30	53	30	47	50	-
16	30	41	20	59	50	-
17	40	88	10	12	50	-
18	20	94	30	6	50	-
19	20	53	30	47	50	-
20	50	94	-	6	50	-

	% Correct		% Incorrect		% No Response	
	Grossmont	Class	Grossmont	Class	Grossmont	Class
MODULE 11						
Items						
1	14	24	86	76	-	-
2	43	59	57	41	-	-
3	100	82	-	18	-	-
4	71	59	29	41	-	-
5	29	65	57	35	14	-
6	43	65	29	35	29	-
7	57	82	29	18	14	-
8	71	100	14	-	14	-
MODULE 12						
Items						
9	43	94	29	6	29	-
10	57	94	14	6	29	-
11	71	100	-	-	29	-
12	57	100	14	-	29	-
13	43	82	29	18	29	-

TABLE 6

(continued on next page)

Followup Interviews - Grossmont

1. For each module, or set of modules, you completed in October, you were asked to outline a plan for applying to your own school setting the skills you developed and/or practiced in the workshops.

	yes	no *
a. Did you write up a plan,		
(i) for each module?	8%	57%
(ii) for each set of modules?	32%	54%
b. Did you think about a plan but not write it up,		
(i) for each module?	0%	38%
(ii) for each set of modules?	19%	32%

c. Is there any aspect of your workshop planning not considered by the above questions? If so, please summarize it:

Two people (5%) answered affirmatively, and eight others (22%) offered some explanation for the lack of planning they had done.

2. The purpose of the workshops was to help participants develop practical skills that they could then use to improve guidance, counseling, placement, and follow-through programs in their school settings. We assumed that by encouraging participants to formulate personal and team action plans for their schools, the workshops would have more practical relevance to their needs. Please explain why you didn't become involved in this planning activity. [This item was designed only for those individuals who had not responded to item 1.]

23% of participants provided such explanations here.

3. During the two months since the workshops, have you personally experienced any improvements or participated in improving programs at your school that you believe were direct results of the workshops?

Yes	44%
No	47%
No response	9%

a. Please describe what you feel was the most valuable result.
(i) What happened?

All 16 participants who answered affirmatively were able to provide at least one example. In all, 43 examples were provided, or an average of 2.7 per affirmative response.

* Where percentages do not total 100, certain forms lacked any response.

Table 6, continued

4. During that same time period, were there results that were not positive but yet were direct effects of the workshops?

Yes	30%
No	62%
No response	8%

a. Please describe each negative (or neutral) result. First, let's take the one that stands out most in your mind.
(i) What happened?

All 11 participants who answered affirmatively were able to provide at least one example. In all, 26 examples were provided, or an average lf 1.5 per affirmative response.

5. During the last two months, to what degree have you been able to follow the plan(s) you made in the workshops for this time period?

Implemented at least 75% of what was planned	16%
Implemented 50-74% of what was planned	9%
Implemented 25-49% of what was planned	6%
Implemented less than 25% of what was planned	28%
No response	41%

6. During the last two months, as a result of the workshop have you developed additional (or new) plans to improve guidance, counseling, placement, and follow-through programs in your school setting?

Yes	54%
No	41%
No response	5%

a. If so, have we already summarized such planning earlier during this interview?

Yes	8%
No	35%
No response	57%

b. Please summarize your additional (or new) plan(s).

Nineteen participants (52%) provided examples of new plans they had made.

Impact - Reactions to the Experience

While some of the information provided in the previous section touches on reactions to the workshop and classroom experience, it primarily deals with the results of those experiences in terms of measurable gains in knowledge, skills, and program improvement. Certain items on the 1) *Participant Reaction Form* and 2) *Followup Interview Form* sample reactions more in terms of attitudes and feelings. In addition, 3) feedback received through more informal channels, through the debriefings in the workshops and final class discussion, provides useful information of this sort. These three categories of information will be summarized here.

The first six items on the *Participant Reaction Form*, responses to which are summarized in Table 4 in the previous section, all have a partial slant toward feelings and attitudes. Overall reaction to the workshops, past related experience, and increase in usable skills are all touched on there. A review of the responses presented in that section might be useful at this point. The third category, increase in usable skills, is covered in items 5-6, which also ask for examples to support the given responses. Item 7 samples desire to improve programs, item 8 asks for unanticipated effects (positive or negative) and item 9 asks for criticisms of the module and suggestions for improving it. All the comments from these five items are summarized in Digest 1. Because of its length and detail, this digest is contained in the Appendix.

The way information from comments made on these five items is summarized is as follows:

- First, by item. Thus, all comments made in response to item 5 are group, followed by comments from item 6, and so on.
- Within each item, comments are divided among the three settings in which they were gathered: Mesa Verde, Grossmont, and Dr. Gysbers' class.
- Within a given setting, comments are listed by module, beginning with Module 3 and ending with Module 12.

Thus comments are included for every module studied at each of the three settings, for all five items. Each comment has been edited to the bare message, and reference to specific individuals has been edited out. In addition, the yes-no response totals are given for items 5-8. Item 9 is open-ended.

It is almost impossible to provide a useful summary of this digest. It is 31 pages long, and contains hundreds of individual examples and insights. These fall into the five categories defined by the items, namely:

- Skills acquired
- Methods useful at participants' own settings
- Improved desire for program improvement
- Unanticipated effects
- General criticisms and suggestions

The majority of these examples are positive or neutral (simple examples of skills or methods), reflecting the positive yes-no tallies to the questions. The last two items reflect a more negative response, particularly the last. This is logical, as this item asks for criticisms.

A general difficulty that occurred with preparing all three digests was the brevity and/or fragmentation of many of the remarks. While many of the least understandable comments have been edited out, some remain. Thus where the reader feels a frustration in making sense of certain comments, this was a frustration shared by the editor, not caused by her. This may represent a comment in itself, suggesting something about either the ability or motivation of the participants.

The follow-up interview was conducted just at Grossmont. As reported in the last section, it focused on the implementation of plans developed at the workshop, positive and negative impact of the workshops, and additional planning activities carried out since the workshops. Three items on this form provoked largely feeling reactions to the experience. Item 5 asks for ways the workshop planning could have been more effective, item 7 for unanticipated side effects (positive or negative) of the workshops, and item 8 for final comments and suggestions.

Information from these items are summarized by item. Each individual's comments have been edited down to the essential message, and names of individuals have been edited out. Each paragraph represents one individual's comments. The questions are presented first, along with results of the yes-no rating preceding the comments for items 5 and 7.

Again, it is very difficult to provide a useful summary of the many comments presented in Digest 2. They do fall into the categories suggested by the questions:

- Ways in which the workshops could have been better planned and conducted

- Unanticipated effects of the workshops
- General comments and suggestions

The majority of the comments in the first category are critical, quite logically. Those in the second and third categories are a mixture of positive and negative. They generally reflect the pragmatic orientation of the participants and their concern about what practical achievements will be made as a result of the workshops. The only way to gain a real understanding of the feedback is to read through the responses themselves.

DIGEST 2

Follow-up Interview

5. *(a) Is there any way(s) your workshop planning could have been more effective?**

Yes	56%
No	19%

(b) If so, in what way(s) and how could we have helped?

Doesn't think it helped. Too much autonomy in district; counselors resist change.

Things beginning to happen slowly but need to get over resistance. Too long. One good coordinator. Cut down module. Only used activities meaningful to counselors. Too much time. One coordinator very inflexible--bad reaction. Module 10 had little continuity with Modules 8 and 9.

Make it more specific. Write objectives more in line with what one could actually do. Less abstract.

Too much flexibility. Helped get all sorts of skills. Group leaders--freedom of choice, uncomfortable with material. Choices not made on basis of group needs. Bad to skip parts of modules. Felt that research went into package. Bad with state department people leading modules; not that knowledgeable in area, more political, social.

Too much time on things already done. Could have been done quicker, simplified. Vocabulary ambiguous; redundancy. Paper pushing.

*Less than 100% totals was due to interviewer lapses in recording the yes-no responses, not respondent failures to reply.

Digest 2, continued

Two groups in one room bad--breaks concentration. Noise, bad facilities. Suggests reading outside of class. Various reading speeds, chaotic. Skipped things.

Should have answered needs of participants. Imposed. Should condense materials to use less time. Give out ahead of time. Spent too much time reading.

Stay out of tough political situations. These made it hard to judge materials on own. Give out materials ahead of time.

Workshops should be shorter so school responsibilities don't lapse. Should actually produce instruments/products participants could use.

Some exercises not clear, some badly designed. Some good; liked random numbers exercise. Noise problem--hard to concentrate. Screw-up in debriefing time was annoying.

Could have been done quicker.

Not much opportunity to work on "strategies" area.

Nothing practical from Orientation--a little terminology. Needed evaluation workshop in all areas. Coordination among staff not too helpful. Much repetition; too basic, a rehash. Coordinator rambled. Too long.

Coordinators inadequate. Too long. Lack of understanding of professional level of participants. Coordinator talked down to by people with more experience and expertise. Coordinators put people off.

Workshops didn't relate to needs. District-wide definition bad--too many variations.

Too easy reading. Liked cartoons. Groups OK. Preplanning and Orientation bad. Hostility before started.

Anything relating to Master Plan (MP) and district personnel bad.

Shorter sessions. Time wasted. Should do homework at night. Implication that what people are doing now is "all wrong" is bad, turns people off. My school is an example--worked hard last year and got no credit. Deal first with principals--they were in the dark, felt that they'd been had.

I needed to attend more modules. Vocabulary was bad. Jargon a problem. Principals and vice principals need to be sold on it before MP written, not after. We feared this was going to be imposed by district guidance director; school losing autonomy.

Space sections out, have people produce things. Situations were contrived. Timing was bad. Should have dovetailed MP and AIR's package more effectively. MP will lay down and die. New superintendent in favor of local autonomy; this is good. No understanding of local operations by district guidance personnel.

7. *During the last two months, have you experienced any unanticipated effects (positive or negative) of the workshops--ones that you haven't described already?*

Yes	49%
No	43%

If so, please describe them.

Resentment against district guidance personnel. They imposed things we didn't want. This should have been voluntary.

Frustration. Meeting time required. Thrashing through what to do.

Professional contacts with other counselors were good. Easier to get information from other schools. Got less than hoped for from workshops. Negative reinforcement.

Better understanding of goals and objectives helping in school planning process. Not too active yet.

Contact with other district counselors. Lost time on job. Frustration level up.

Pursuing affective reading. Enthused--this approach doesn't have to be complicated.

Crystallized idea of outcomes. Some material good. Increased vocabulary to impress people.

Increased load. Created frustration.

Not enough time for everything.

Contact with other personnel was good. Lost time on job, which created problems with students.

No time to do anything along lines learned in workshop. No follow-through--no one at my school to establish priorities and take leadership.

Concern on counseling staff's being behind other schools in accomplishing organized planning.

Attempted to change counseling priorities to focus more on vocational needs of students. No clearcut impact of workshop.

Interaction among people positive. Solidified negative feelings on district implementation and developing career guidance programs.

Animosity joined people together. Learned some good restaurants.

Leary of district inservice.

More involved in career education and planning.

Frustration resulted in district personnel staying away from schools altogether.

We're talking about redesigning facilities. Renewed commitment to career development.

8. *Thank you for participating in the workshops and agreeing to help us with this follow-up. Please let us know if we can provide any assistance to you in the future. Are there any final comments or suggestions you care to make?*

Feels school administrative resistance to type of planning discussed in workshops and set out in district plan. Meetings not productive enough. Enjoyed workshops immensely--scientific method of doing things, get away from in school (assessing student). Personal pain and frustration due to counseling department decisions and reversals.

Philosophical difference a problem in the counseling department. Much resistance. Group not much of a team. Feels more qualified due to workshop but can't do it alone. Positive about workshop but needed more time on practical applications and less on philosophical issues.

Bewildered. Workshop very helpful, leader patient. Doesn't feel as competent in planning and career development. Too much asked of counselors. Frustrated being away from office and students. Felt positive about workshops.

Staff not a team, argue a lot. Frustrating. People dragging heels. Shortage of money limits what can be done. No time tradeoffs. Need encouragement.

We now plan more precisely what will happen in class units related to guidance. Get into classrooms more. Will be responsible for classroom evaluation. Skills aren't that developed yet. Need more reality exposure.

Some materials good. Action verbs in Module 6 good. Few materials practical like this. Need to see cost effectiveness at work. Negative feelings toward district guidance personnel. Won't always be there while counselors will. Reaction form futile. Follow-up knowledge test was Mickey Mouse. Cynical feelings toward experience.

Planning time is time away from students; however, feel positive about workshops.

Beneficial but piecemeal handling of Phase 1. Backlog of counselors, recommend evenings or weekends.

Felt out of it (new to school).

Not enough time. Impressed with leaders' fielding of questions. Drop-in youth center, family counseling centers, truancy prevention is over and above job.

Materials good, well written. Relevant to decision making. Wants to see final report. Resents MP--not directed to student outcomes.

Idea great. Bad timing. Modules good. Nice informed outlook. How to use materials. Problem kids will destroy any system.

No basis to judge program involvement. Orientation bad. Hostilities. Not very productive.

Gained personally; no real program improvement. Basic idea good. Frustration. Negative toward MP; don't need. Workshops showed how it developed, lent more respect for it even if it is impractical.

Leaders likeable but low key. Not sufficiently task-oriented. Modules could have been covered more quickly. [Not negative] Could have covered material more effectively. Valuable; will help implement school plan more effectively.

Came in hostile, now more willing to promote changes. Workshops helped me to see what I should be doing and what I wanted to do. Will be more impact in 3 months; come back then. Training we received was needed. Better direction to go in.

Positive about planning process. Concern with accomplishing goals. Problem of priorities and getting time to meet them.

One coordinator was good--another was disappointing, not as well organized. Not an intellectual type so didn't get into planning as easily. From business world, not education.

More district participation needed instead of outsiders. Workshops intellectual to point of being stuffy; should have been more down-to-earth. Not well organized enough to get teams working and planning together. Haven't done it since.

Lack of support for change and/or evaluation--no one to give ideas to. Administration hostile to MP. Apathetic. Exercise in futility. Low priority on accountability. Apathy in counseling. Should have gone through one complete example for each phase. More attention on getting administrative support for planning needed. Should involve teachers. Conflict exists between school and district administration on presentation of MP. It was forced on us.

Too intellectual. More time and exposure needed. Haven't used any materials yet, but when need to plan, will have materials to do so.

Part of workshop too intellectually draining. Not enough time.

Positive about impact. Some basic ideas, doing some planning. Didn't like the way district organized workshop and planning. Like to see another follow-up on a weekend.

Stress on behavioral objectives can be a semantic exercise. Didn't understand how workshops fitted into MP. Ordered to go. Bad timing. Hostility interfered. Examples and exercises insulting, not practical. Some discussions effective but role hasn't changed due to it.

Resistance and hostility from counselors. Forced to go. Timing bad (Not AIR's fault). Felt if I didn't do anything, MP would go away. Learned to write performance objectives but haven't used them yet. Felt good about training.

Too fragmented; should have been exposed to all modules. Needed more time. Forced to go. No one treated me as an expert on Modules 11 and 12.

Got people moving. Workshop pace too slow. Should have capitalized more on counselor's knowledge. Should have been voluntary. Lack of teamwork follow-through after workshop. Could have started with school's needs assessment data and then considered information in modules.

Profited from interaction with coordinator from state department. Modules could have been done in a shorter period of time. Time wasted. Can't do both team planning recommended and regular tasks.

No noticeable influence of workshops. Guidance programs I'm writing have no relationship to workshops. Workshops should have been a result of our needs. Forced to go. District guidance personnel don't listen. State department personnel not involved in school counseling.

Negative feelings toward test and workshops. Negative feelings ahead of time due to experience with TALENT (AIR project). Resistance to district personnel. Counselors can do planning. Don't need AIR.

Needed more information in advance about purpose of workshop. Negative feelings toward whole attempt. Instructors nice people but not for training professionals; were dull.

Plan already developed. Workshop too late, but gradual enthusiasm. New administration stifling, frustrating; no time. Working with other schools not helpful. Using AIR materials instead of MP. This wrong. Unfortunate that Department Chairman didn't attend (due to previous commitment). Had some hostility toward one coordinator. Another was great. District's plan incorporated nothing of our new school's plan. Acting as if nothing happened. Like coordinator to return to get things off tne ground. Career center and help at our school is good.

Need for simple English. "Subset optimization" is ridiculous; turned people off. If approach simple and clear, will be good and vital.

Materials don't deal with present inability to obtain jobs. Different work ethic with lower classes, high unemployment. Neat ideas but impractical. Hostile toward one person, not AIR; felt sorry for AIR.

Digest 2, continued

Subject matter good. Presented badly. Instructors OK. Bad situation--imposition of MP.

District transiency very high--problem for career counseling. Should have been briefed in advance of workshops. Bad political situation, resent central authority. More AIR investigation of local school needs needed before delivering programs.

While the reactions that have been summarized from the *Participant Reaction Form* and *Follow-up Interview Form* are quite extensive and detailed, the impressions one leaves a workshop or class with are usually formed from more informal and random comments. Debriefing sessions of one to two hours, following the workshops, were held at both Mesa Verde and Grossmont, and a central function of these was to gather participants' immediate reactions to the experience. Similarly, a class discussion at the end of the quarter in Dr. Gysbers' class allowed for general reactions to the modules and the learning experience. While comments received in these forums must be considered data of a less rigorous and trustworthy nature, they do form a body of information worth including.

These comments are presented for each of the three settings. They have been edited down to their essential message, and references to specific individuals have been edited out.

The comments are generally negative in tone in the two inservice settings, and in some cases hostile. Partly this is a natural reaction to being asked for reactions and criticisms at the end of an experience. The human mind naturally focuses on problems and possible improvements. More than that, however, it proved a venting experience for participants' dissatisfactions and frustration. Some felt they had had little say in their participation, and that what they had gained had not justified the time away from the job. It is probably the case that those most frustrated and hostile were most vocal in these debriefings. Inservice participants were far more positive in their reactions, although they also cite certain frustrations and dissatisfactions. Again, the only way to gain a real sense of these reactions in any of the settings is to read through the individual comments themselves.

Digest 3

Reactions Reported During Debriefing Sessions

Mesa Verde

The content was too basic for this group. The concepts are at a high school level in many cases, and these are largely well-educated people in this area.

When asked how many in the group had taken away something new they could actually use in their job, about half raised their hands.

It was suggested that the modules are more useful as a resource to turn to than as an educational vehicle.

It was suggested that the modules would be more useful if they required the actual production of the end products in question (a needs-assessment instrument, performance objectives, an evaluation instrument) as people worked through them. Simply learning the process or how to do this seemed trivial.

Little real in-depth knowledge was actually presented, once one waded through the jargon and figured out what was actually being talked about.

The modules would be more useful if they related the process they talk about more directly to a practitioner's problems.

There was nothing new in the modules--and some of the old was made confusing.

"If anyone in charge of a program doesn't know what's in those books, they're in trouble. Maybe they would help someone starting out at ground zero, but they're too basic for anyone who will be in a responsible position."

The program might be OK as a refresher or resource.

It's presumptuous to suggest better planning and evaluation as an answer to problems, when those in the field are pointing to everything but this as the problem. When specific problems are pointed to (like drugs, or the need for better career education) it means we need help with those, not that the whole program is falling apart. Who are they anyway, to tell us better planning is the answer?

We make an assumption that those in the field can't do these things. They may not be doing them, but it's not because they don't know how, it's because they lack the time and resources.

The summative evaluation module talks about needing to make hard judgments and eliminate ineffective programs. While this program has redeeming features, so does anything, including a pile of dog shit (sic). Let's not be so damn generous. This is bad.

The evaluation instruments only allowed for extreme responses at the end of the continuum (minimally competent, very competent; Coordinator was partially helpful and partially a hindrance) or grouped two or three questions together with only one response possible. ('Did you have a chance to acquire and practice...')

You can't estimate your responses in precise percentages, like 'from 50 to 75%.'

"I never really got a chance to evaluate the module, to say, 'This module taught me nothing.' It took me lower than I already was."

Time was very pressed for filling out the evaluation instruments. Why did AIR plan the project with no money to pay participants for field testing? What kind of planning and evaluation design is that?

We expected help in doing a better job on career education in the school. The modules had no relationship to our needs.

We preach assessing needs, but no assessment of participants' needs was done, even within a given module. In many cases we were asked to spend endless hours on things we already knew.

We never got a clear overview of how all of the modules fit together. I still don't understand.

The modules don't meet our needs at all. Why weren't these sampled first?

The terminology was different and difficult. Process and performance objectives are confusing. There seemed to be variance in use of language between modules (this turned out to be because of the confusion between performance and process objectives).

The language was too research oriented, full of oblique terms, circumlocution, excess verbiage.

Embedded clauses were common. This makes for hard reading.

"Give us just the summaries. You're trying to make ten books out of one."

In most cases the concepts were simple, but we use different terms for them. Often we were being asked to use new labels for things we already knew, and this was the only learning going on.

In some cases coordinators were ill-prepared, were just a jump ahead of the group. "I resented spending time with an ill-prepared coordinator." (This was contradicted by some also.)

Have the coordinators summarize more of the information, eliminate much of the reading.

Grossmont

You gave us "pie in the sky" at the beginning. You promised too much. We needed to know more of the limitations and constraints. Working in the real world is very frustrating.

We arrived the first day already hostile. We were pushed here, scheduled without our choice. We had no say in whether a Master Plan would be developed.

Local school administrators are the key to this working. We needed to know they were committed to it before we started.

"I feel like we threw away a lot of hours without knowing what happened."

The workshop would be better in the summer. It's hard to take time from school.

The Master Plan is too big and complicated. All the instruction related to it. The hostilities to the first transferred to the second.

The inservice should have come before development of the Master Plan, or the two should have happened simultaneously.

The approach is scientific and sound. It's better than flying by the seat of your pants, which is what we're doing now. It's not new, however. It's what common sense dictates.

Modules 8-10 (Phase 3) are simplistic to the point of being ridiculous. Parts of them are badly done, particularly in Module 10.

The vocabulary was bad. The concepts are simple, so why not use simple terms. Educators have gotten so they reject "educationalese" out-of-hand. 'Outcomes, student performance objectives, subset optimization' sound absurd--they just turn people off.

Too much time was allowed. Half-day workshops would have been sufficient and better.

Every participant should have received a complete set of their own modules.

The modules talk down. We were asked to gauge our competence before we began, without guidelines. We already <u>are</u> as competent as the modules demand. (Comment from woman in Phase 3.)

The self-assessment of competence scale allowed no medium point. It goes from 'minimally competent' to 'very competent.'

The module on objectives was excellent. I learned useful, practical skills in a way that made clear what had been fuzzy before.

The leaders often seemed unfamiliar with the materials. Were they given any training?

The exercises were repetitive. We needed one that would include all the skills.

School District or schools receiving the inservice must coordinate agendas with the State or AIR--there seemed to be two different agendas, one from AIR and one from Grossmont.

Materials were heavy with verbiage. Many common words were used in an uncommon sense. Example--the many uses of the term "environment." "Subset optimization?"

Format of modules should be designed to be read separately from the activities. Thus they could be in hands of participants before workshop. There was not enough time to read and internalize the materials in the workshop.

We must be made aware that all outcomes of these modules will reflect the inconsistencies of the coordinators.

Coordinators for the most part were competent and helpful facilitators. However, they appeared to be unfamiliar with the materials in some instances.

The orientation could be shorter--reduce to half day.

Orientation--depending where a school or district is in their planning process an opportunity should be given for the participants to vent hostility. A general feeling was expressed that this was one of the results of the orientation.)

The greatest problem--agreed upon by consensus of the group--was that seventy-five percent of the district plan was not generated or planned by the guidance personnel at the school levels but was laid upon them.

There is some doubt as to the quantity and quality of the skills gained from these modules.

There needs to be some system to explain each phase and each module (skill content) before orientation and before the selection process.

Explain in advance what the participants will get out of it--how it relates to their program (e.g., Master Plan).

Explain how skills are necessary for maintaining programs as well as for creating them.

Orientation should be an orientation (it wasn't). What the modules contain should be known before orientation (printed page or two). Spend minimum amount of time on explaining modules. Get right into the process, working through the first two modules.

Selections were made on convenience rather than interest--don't know how to avoid this.

Suggestion: VP take all modules to get overview and furnish articulation. Individual counselors take a few modules on which they become the resident experts. Some said 11 & 12 could be done in one day; others said they needed three days. Suggestion: Do 8, 9, and 10 in two days--use third day to put it all together in terms of local program.

Too much jargon--especially 10 and 11.

References to earlier modules (which participant hasn't covered) is confusing and frustrating.

Use whole package; disadvantage if you haven't covered earlier modules.

Workshops should be in summer; if in school year, should be in November or April.

Reduce theoretical emphasis--get down to how it <u>really</u> applies in a real-life school.

Modules 6 and 7 use foreign language--you need too much time determining meaning of terms.

Address each module with a quick gestalt, then identify some practical concerns and address them by following the process through step by step. The activities (some) are unreal--lack relevance.

Modules would have to be rewritten to be self-instructional. Suggestions: Cover two modules in one day--second day, apply it, train VP's to go back and work with their staff on a continuing basis, instead of training Indians who will forget much of it before they get to implementation.

Use overheads for definitions, etc. at beginning of module and for a checklist at end of module (or chapter) to review what was covered. Should train administrators and teachers.

Best to have a team from a school, including teachers and administrators.

(Facilitators:)

Personable, but some didn't know the materials well enough--couldn't answer questions--lacked expertise.

Some facilitators didn't really help with content, though they were good group leaders.

Need the same facilitator for a full phase; lost time bringing second facilitator up to where they were.

Need to give more and better examples.

Dr. Gysbers' Class

The nuts-and-bolts approach is good. Things are broken down into steps and activities. This is good.

Both the content and process of the modules is useful; they have a practical outlook.

It's a little hard to maintain interest throughout. They are kind of huge thing. But it's a useful process.

There are things anyone can take and use. The needs assessment approach in Module 3 is an example.

Some of the activities are not real practical.

The modules did provide a practical sense of what a guidance program is.

They give a good overview of some of the changes that need to happen in guidance.

I'm not sure the modules will produce change agents. They will produce people sympathetic to the process, but not necessarily leaders of it. (Others in the class disagreed with this.)

It is not impossible to carry out such a process.

I like the accountability idea, measuring accomplishments in concrete ways. This would be effective in talking to administrators.

I'm impressed by the amount of work required for any change. It's a very detailed process.

The modules make you look at things realistically.

There is too much emphasis in career counseling at the expense of personal counseling and self development in the modules.

I need a summary--a condensation--to tie all the bits together better. One book with 12 chapters. (Others expressed a liking for the module format.)

We'd like the materials to be made more generally available.

The terms are tough. Even among various groups in guidance they vary. I need a more specific time line for how this whole process would work.

Need more of feel for inservice settings when done in college class. Questions on postassessments not creative--just regurgitations of what's in module; no combine/contrast.

62

Influencing Factors

The ideal field test would be one in which the only significant uncontrolled variable was the one under study. In this case that would be the impact of the modules and workshops on the participants and their programs. Unfortunately, pure tests are hard to come by. This was a particular problem in this case.

The kinds of variables affecting the impact of the field tests were many, but a few stand out. Four will be discussed here:

- The Coordinators of the modules
- The facilities in which the workshops were held
- The scheduling of the workshops
- Factors in the settings affecting participants' attitudes

It seemed clear from the start that the quality of workshop leadership available to go along with the materials would be crucial. We therefore decided to collect related information of two types: Coordinators' feelings about the participants, and participants' feelings about the Coordinators. The first was done through a five-item rating scale which asked the Coordinator in each module to rate each participant in that module on level of participation, helpfulness and practicality of comments made, level of interest, and quality of products. The participants, in turn, as a part of the *Participant Reaction Form* they completed for each module, were asked to rate their Coordinator on seven items, including ability to present information, summarize points, lead discussions, and give corrective feedback, and in terms of general knowledge of the module topic, preparation, and organization. Tables 7 and 8 summarize the information collected on these topics from the inservice tryouts; it seemed inappropriate to collect such data in the preservice tryout.

There seem to be no dramatic conclusions to be drawn from these tables. Coordinators were generally rated quite highly in both settings. Feelings about Coordinators generally paralleled those about the modules, suggesting a strong link between the two, and the importance of the Coordinator's role. Phase 1 rating of Coordinators was higher in Grossmont than in Mesa Verde; Phase 3 was lower. The comments made about Coordinators (included in Digests 1-3) seem to provide more insights into this variable than do the ratings.

TABLE 7

Coordinator's Assessment of Participants

	3 G*	4 MV*	4 G	5 MV	5 G	6 MV	6 G	7 MV	7 G	8 MV	8 G	9 MV	9 G	10 MV	10 G	11 MV	11 G	12 G	AVERAGE
1. How would you assess this person's participation? (Four-point rating scale: top-4; bottom-1.)	3.86	3.40	3.29	2.75	3.23	3.83	3.29	3.71	3.50	4.00	3.17	4.00	3.73	3.17	2.10	4.00	2.67	3.40	3.39
2. How would you assess the helpfulness of this person's comments to the group? (Three-point rating scale: top-3; bottom-7.)	2.86	2.60	2.64	2.25	2.69	2.86	2.43	2.86	2.30	2.67	2.33	2.80	2.73	2.67	2.22	2.80	3.33	2.50	2.59
3. How would you assess the practicality of this person's comments? (Three-point rating scale: top-3;bottom-1.)	3.00	2.60	2.85	2.67	2.83	2.71	2.57	2.57	2.70	2.67	2.45	2.80	2.91	2.67	2.11	2.80	2.67	2.80	2.69
4. How would you assess the interest this person showed? (Three-point rating scale: top-3; bottom-1.)	2.43	2.20	2.57	2.00	2.50	2.57	2.43	2.43	2.22	2.50	2.25	2.80	2.55	1.67	1.80	2.80	2.44	2.40	2.36
5. How would you assess the quality of this person's products in this module? (Four-point rating scale: top-4; bottom-1.)	3.93	3.00	2.71	2.50	2.77	4.00	3.17	3.29	3.00	3.67	3.45	2.40	3.00	3.40	2.40	4.00	3.22	3.40	3.18
AVERAGE	3.22	2.79		2.62		2.99		2.86		2.92		2.97		2.43		2.98		2.90	

*G = Grossmont; MV = Mesa Verde.

TABLE 8

Participants' Assessment of Coordinators

	3 G	4 MV	4 G	5 MV	5 G	6 MV	6 G	7 MV	7 G	8 MV	8 G	9 MV	9 G	10 MV	10 G	11 MV	11 G	12 G	AVERAGE
1. The Coordinator's ability to present information.	3.00	2.50	2.83	2.50	2.91	2.86	2.77	3.00	3.00	2.67	2.42	2.80	2.71	3.00	2.33	2.80	2.78	2.89	2.77
2. The Coordinator's ability to summarize points in the discussion and/or readings.	3.00	2.25	2.92	2.25	3.00	2.86	2.69	3.00	3.00	3.00	2.25	3.00	2.43	2.83	2.44	3.00	2.78	2.78	2.75
3. The Coordinator's ability to lead the discussions.	2.92	2.00	3.00	1.75	2.91	2.86	2.83	3.00	3.00	2.83	2.50	3.00	2.43	3.00	2.56	2.80	2.78	2.78	2.72
4. The Coordinator's ability to give corrective feedback on the skill building activities.	3.00	2.25	2.82	2.25	2.82	3.00	2.69	3.00	3.00	3.00	2.08	3.00	2.57	3.00	2.33	3.00	2.89	2.89	2.76
5. The Coordinator's general knowledge of the topics in this module.	2.92	2.00	2.82	2.00	2.91	3.00	2.69	3.00	3.00	2.83	2.42	3.00	2.57	3.00	2.44	3.00	2.78	2.89	2.74
6. The Coordinator's preparation.	3.00	2.25	2.91	2.25	2.89	2.86	2.75	3.00	3.00	3.00	2.27	2.60	2.67	2.83	2.56	3.00	2.89	2.88	2.76
7. The Coordinator's general organization.	2.77	1.75	2.82	2.00	2.89	2.86	2.67	3.00	3.00	2.67	2.55	2.75	2.67	2.67	2.44	3.00	2.67	2.75	2.66
AVERAGE G	2.94		2.87		2.90		2.73		3.00		2.36		2.58		2.44		2.80	2.84	
AVERAGE MV		2.14		2.14		2.90		3.00		2.86		2.89		2.90		2.94			

*G = Grossmont; MV = Mesa Verde.

The second influencing factor that seems worthy of comment is the facilities in which the workshops were conducted. At Mesa Verde, these were classrooms and a lecture hall in the high school. At Grossmont, they were a large meeting hall in a Methodist Church, located fairly centrally in the district. No comments were made by participants at Mesa Verde regarding the facilities--apparently this was not an influencing factor. While it did not seem a major factor at Grossmont, a few comments were received of a negative nature. Chief among these was the fact that modules had to be conducted simultaneously at two ends of the hall, and that noise from one was distracting to participants in the other.

Scheduling was a far more important factor in both settings. In Mesa Verde the afternoon-evening sessions proved a serious problem. Participants repeatedly complained of fatigue and simple physical exhaustion at being asked to work through a module from 3 to 10 pm after putting in a full day at school. While this problem was avoided at Grossmont, where release time was made available and sessions generally ran from 9 am to 4 pm, the time of the semester was often mentioned as a problem. Counselors were still working on changing schedules for students, and also still getting things organized for the fall semester (the workshops ran from September 29 to October 9), and resented taking time away from these tasks. At both settings, the length of time requested of participants was viewed as something of a burden by many. They simply were not used to taking more than one day at a time away from their usual tasks, and felt uncomfortable spending the time required.

Finally, the attitudes participants brought to the workshops, based either on local factors or on interaction between local factors and the workshops, were an influence. We hoped to have the workshops be a voluntary venture for any given participant. Leaders in both districts were anxious to have as many of their staff as possible go through the training. In one instance some of the participants were actually "drafted," and in the other participants felt a degree of pressure from the central administration office to attend, and while they were not required to come to all workshops, were required to attend at least an orientation. Related to this, in neither setting were participants given a very good understanding of exactly what the workshops were all about prior to their first actual participation; nor were their needs assessed to determine that this staff development was what

they wanted. Added to this was the fact that participants generally had busy, hard-pressed schedules to meet, and needed thorough motivation to take time away from their regular tasks. Or, looking at this from a different viewpoint, they were used to operating in a "crisis" mode which made them reluctant to step back from their usual duties for any reason. (This common crisis orientation to guidance is one of the very themes of the modules.) What this resulted in was a lower level of motivation and commitment (in some cases) than would have been desirable.

Finally, the Grossmont district had recently developed a Master Plan for improvement of guidance services in the district, and some of the personnel in the individual schools had negative feelings toward this. They did not understand it well, and resented what they saw as an encroachment on their autonomy by a central administrative authority. The workshops developed skills thought to be related to the implementation of the Master Plan, and were accompanied and organized by this central authority, and there was a transfer of feeling from these sources to the workshops.

These factors all contributed in various ways and to various degrees to the attitude participants brought with them to the workshops. There is no intent here to blame or excuse--in fact, problems such as poor orientation and lack of needs assessment are in part a reflection on the project and the amount of preliminary contact with participants it insisted upon. Rather, these factors reflect the fact that we were working in the real world, where "pure" tests are hard to come by. And while these factors did play a role, they do not make it impossible to draw conclusions about the materials field tested or central questions the project was trying to answer.

To summarize, there were four types of influencing factors that played a role in the workshops:

- The Coordinators of the modules
- The facilities in which the workshops were held
- The scheduling of the workshops
- Factors in the settings affecting participants' attitudes

Drawing simple conclusions from complex information is a difficult and risky process. As one wag put it, "Every generalization is a theft from the truth." That is what will be attempted here, with the knowledge that such conclusions would require endless qualifications to be truly fair. We are aware of this shortcoming, and we ask the reader to be aware of it also.

Three general types of conclusions seem possible:

- An answer to the research hypothesis set out originally
- The audience for which the "prototype" is most suited
- Improvements that could be made in the "prototype" and its delivery

The research hypothesis, stated in the introduction, and boiled down to its essentials, is that guidance personnel who have experienced a staff development prototype series of activities will demonstrate significantly more program development competencies and more positive attitudes toward such program development than they had before this experience. There are thus two parts to this hypothesis--the competencies and the attitudes. Let's look at these separately.

At least as far as the subjective reactions recorded in this study are concerned, participants did improve their program development competencies. On their rating of themselves they improved an average of .47 points on a five-point scale at Grossmont, and an average of 1.18 points in Dr. Gysbers' class. Coordinators rated inservice participants as having achieved the majority of module objectives. Most participants felt that at least 50% of the modules helped them to acquire and practice skills useful to them, that those skills would be useful for guidance people in general, and that they were now well prepared to use those skills and related specific methods in their own school settings. In short, to the degree the measurement is accurate, it can be concluded that most of the participants felt they improved some of their program development competencies and coordinators substantiated these opinions. How "significant" these improvements were is a matter of definition of the term "significant." But it is our recommendation that the prototype developed and tried out on this project be continued and built on to improve the competencies of guidance personnel in the future. More objective data on immediate and follow-up skill acquisition should be collected in subsequent field tests of these modules.

The data are much less clear in their suggestions about positive change in attitudes of participants. Examples are largely positive in regard to

feelings about the development of useable skills. Desire to improve programs was increased somewhat in Grossmont participants, but not dramatically. This variable was not measured in Dr. Gysbers' class because the participants lacked a personal setting in which they worked. Anticipated effects and general criticisms and suggestions reflect a mixture of positive and negative feeling. The follow-up interview at Grossmont showed 56% of the respondents felt the workshop could have been more effective, and a mixture of positive and negative unanticipated results and general comments and suggestions. The majority of comments received in the debriefing sessions were negative, and in the inservice settings, some were outright hostile. The preservice end-of-quarter class discussion showed fairly positive feelings, with a sprinkling of negative ones. To summarize, many positive and negative feelings were evoked, and it seems impossible to clearly conclude the "significantly more positive attitudes toward program development" were demonstrated. The results were very mixed on this count. It is our recommendation that in any future applications of this prototype the factors contributing to the negative reactions be carefully controlled, and increased effort be applied to this aspect of the tryouts.

Some useful clues about the audience for which the prototype is best suited seem apparent. Competencies developed by preservice participants clearly outstripped those of inservice participants, at least by their own estimate. Preservice participants were less familiar with the information in the modules beforehand, and had had fewer previous learning experiences related to the topics; this seemed to make the experience more worthwhile for them. They tested higher in the post knowledge exam. They provided generally fuller and more positive comments on the *Participant Reaction Form*, and seemed much more positive in their debriefing at the end of the experience. Their lack of a program of their own may have represented a disadvantage, as it may mean these participants lacked perspective to judge their ability to achieve the program development called for in the modules. Nevertheless, this seems to be outweighed by other factors. The prototype seems better suited to a preservice than an inservice audience. We recommend that possibilities in this direction be actively pursued.

Improvements could be effected in both the materials and delivery of the prototype. Chief examples in the former category are:

- Orienting the content toward a more sophisticated audience for inservice applications.
- Strengthening the practical orientation for inservice applications
- Shortening and simplifying textual sections
- Simplifying the vocabulary
- Upgrading the quality of particular phases; i.e., Phases 3 and 4
- Improving the evaluation instruments

Chief improvements possible in the delivery of the prototype are:

- Improved orientation, combined with an adequate needs assessment
- Improved training of the Coordinators
- Improved facilities and scheduling for the workshops
- Designating some of the workshop tasks as homework tasks and allowing more individualization
- Careful selection of settings to avoid before-the-fact negative attitudes
- Administering the prototype to only a genuinely voluntary inservice audience

We recommend that all these improvements in both categories be effected in any future application of the prototype.

APPENDIX

Digest 1

Reactions to Items 5-9 on the *Participant Reaction Form*

5. *Did you feel that the module helped you acquire and practice skills so that you are now well prepared to use them in your work?*

Mesa Verde - Grossmont		Dr. Gysbers' Class	
127 Yes	24 No	142 Yes	48 No

If yes, give at least one example.

Some typical responses:

Module 3*

Grossmont

In some areas--random sampling.
Use of sampling technique(s) in assessment of job performance.
Now I have material I can use to better myself as a person and especially help my students.
It helped develop skills in selecting the population and weighting the responses by arriving at prearranged decision-rules.
Defining the population in an educational setting.
Sampling techniques.

Dr. Gysbers' Class

Excellent on defining goals.
Sampling methods, and putting the process together.
Questionnaires.
Helpful suggestions on how to word questions used in surveys for needs assessments.
Helped me practice statistical procedures. Glossaries in each module are good; it's good to know just what a writer means.
How to begin to start an effective guidance program.
How to translate data.
The format for assessing desired outcomes is consistent and explicit. However, time-consuming for inservice guidance staff.
Random sampling.
Translating data into desired outcomes.

---

*Note: Mesa Verde did not participate in Modules 3 and 12.

Module 4

Mesa Verde

Helped place effective goals in proper perspective.
The use of sampling techniques in order to gain an overview of large amounts of input.

Grossmont

Construction of "outcome" oriented test items.
Measuring allocation of resources. Analyzing inventory instruments--item selection.
Any help towards improving the guidance department will help the student.
I feel examples were too much alike, and opinion played too large a role. Too much gray.
Counselor log idea.

Dr. Gysbers' Class

Helped to get a clearer picture of what is specifically involved in even a casual current status assessment.
Questionnaires and checklists.
Developing new terminology and techniques in assessing the present status of a program.
Daily Counseling Log.
Logs to determine resources and assessing student need by use of checklist and questionnaires seemed helpful.
Time/task/cost analyses using analyzing counselor logs.
The forms in the section can be modified and revised to fit needs of other programs, for student needs or teacher needs for personal evaluation.

Module 5

Mesa Verde

Prioritizing; classifying; P=V'D.
A method for prioritizing goals.

Grossmont

Revising own questionnaire and sample survey.
Writing of goal statements--categorizing them--setting priorities.
Selecting a model in which to classify goals. Wording goals and objectives to be outcome explicit.
Writing goals with student outcomes.
Identifying needs.
Can now work with/revise the Master Plan.
I think I finally understand goals and objectives.
It helped me learn how to classify goals and establish priorities of counselor duties.
Comparing current status with desired goals.

Dr. Gysbers' Class

The techniques used to evaluate planning activities.
Keeping goals practical and feasible.
Goal setting priorities.
Considering information for identifying needs (like desired outcomes and current status and their discrepancies).
Classifying goals.
Identifying the kinds of information needed for program goals.
Checking what you think are "good" goals against a pre-ordained classification system, just to keep yourself on the track.
Drafting Goals activity appears to be designed on a practical plane.
Desired outcomes assessment and current status assessments.
Step-by-step explanation of what should be included in a program goal.

Module 6

Mesa Verde

Clarification of thought.
Develop curriculum for career classes.
I learned a new hierarchy for ranking levels of learning.
Did not learn extra or new knowledge.
Set up objectives for writing skills--using ABCD.

Grossmont

Writing performance objectives for a Career Guidance Program.
The breakdown of how to write an objective helped. Understanding what performance objectives consisted of helped in the idea of a test.
I now know the four components of an objective. When I am directed by edict to write objectives for my work, mine will pass the criteria for good objectives.
Thinking in terms of student behaviors rather than processes.
I'll need much more practice--the module text will be a great reference book. I am able to discern good objectives from poor.
The specific components of writing outcomes and objectives have given me the knowledge to feel confident that I can correctly write applicable programs.
I am in the process of redistributing counseling duties between five counselors. We will do this in the organized ways outlined in identifying needs and meeting objectives.

Dr. Gysbers' Class

Like the emphasis on students--just a general like.
Areas of student development: Educational, vocational, social.
The discussion of factors involved in objective writing.
There are not enough opportunities to write and evaluate good objectives. This takes a lot of practice.

Distinguishing goals from outcomes from objectives.
To write student outcomes.
Module provides some good points that are helpful to follow, especially the ABCD.
Determining student outcomes, stating objectives for student performance in my program.
Activities quite facilitative in helping acquire skills necessary in writing student performance objectives (though I must say, these voc. ed. people are difficult to deal with. Good experience, I suppose!).
Reworking objectives. Wouldn't agree with all the "Action Verbs." I prefer verbs that are more measurable than "recognize," etc.
The mnemonic device devised by Paulson and Nelson (ABCD) was very helpful in writing a good objective.
Being better able to sequence the objective.

Module 7

Mesa Verde

Terminology and organization of thought.
I will be able to select a teaching strategy from a list of strategies in an organized manner.
Acquire - a little more than I knew before; practice - yes; was already using it in class.

Grossmont

Be cognizant of alternative strategies.
This will encourage me to take another look at what I am doing and why.
Eliminates wheel spinning. Lets me get to the point faster. I believe my work with students may be more practical if I can help them establish faster what strategies are available to them and under what circumstances they will make final decisions. Puts a tool in their hands.
I'll be able to develop program strategies for our school.
The strategies we wrote for one objective using the four levels will work for other objectives.
I will look closer at criteria for my decisions.

Dr. Gysbers' Class

Using the group process in reference to staff members to help select program strategies was very informative.
I feel that I am more aware of the possible strategies.
This module gives me practice in rationally selecting alternatives. This can be more systematic and thus more efficient.
Good reference material.
Implementing objectives.
Looking at the alternative program strategies, I believe, gives one total picture.
The criteria for the choice of a strategy is well defined and very easy to apply.

Writing criteria for considering alternate strategies for guidance objectives.

Being able to generate many strategies as opposed to only a couple.

It helped me develop a list of possible strategies that I can use as a check list when I am teaching.

Recognition of the use of a decision rule is great help if you are interested in making consistent decisions.

Module 8

Mesa Verde

Probably more confident in what I'm doing.
Time/task/talent chart.
Stated what I already knew in different words.

Grossmont

Pert charting.
See application activity objectives, worksheet, and "pert" chart on field trip.
No it didn't help a lot. Yes I feel well prepared.
Assist in organizing college advisement program and graduation.
I need more practice in order to be effective.
Time/task/talent charts.
Defining scope of problem; itemizing steps in process to accomplish a task.

Dr. Gysbers' Class

The activities in general helped to pull it together.

It helped me to become familiar with details I have not yet experienced in a school setting.

I like the structure and examples of the Process Objective Worksheets.

How to implement strategies--time/task/talent chart.

It helped me practice skills I had acquired previously (PERT). The activities are excellent.

Task delineation.

The specificity concerning task developments was helpful.

The Process Objectives Worksheet was a big help because you were helped with the organization of the essential parts of the objectives in a sort of fill-in-the-blank procedure.

Gave very specific and good examples of "Tasks, Conditions & Criteria."

Writing process objectives.

Module 9

Mesa Verde

I feel the actual application is something I want to do.
"Doing" gives me a practice thus more feeling for what I'm doing.
Clarified staff use.

Grossmont

I'm better able to synthesize my thinking as to staff responsibilities.
I'm not well prepared, but now I could write staff development objectives.
In providing a written model on which to project the activity and skills.
Relate staff skill to behaviors.

Dr. Gysbers' Class

Acquiring a better understanding of all the tasks related to carrying out a particular strategy.
This module seems to be more relevant to the work of the Guidance Director than to the individual staff members.
Finding staff development objectives.
I feel the module dealt well with the handling of staff in the transacting of information, developing objectives, information sources and resources of staff development. Strategies helped a lot.
Developing staff performance objectives.
The emphasis again on the four factors (target audience, behaviors, conditions, criteria) is made very clear and becomes quite useful.
Giving lists of places to obtain information from.

Module 10

Mesa Verde

Already familiar with concepts.
Defining ongoing evaluation methods.
Development of better assessment techniques.
Strategies to apply to pilot testing.

Grossmont

This will all depend on who (administration) will be doing these activities.
New light on importance of how you select your sample for a pilot test.
When and when not to pilot test.

Dr. Gysbers' Class

Dividing up objective so you make sure you get all parts.
The glossary has provided new phrases, definitions.
Good reasons for why to have test pilot.
When to pilot test.
None were considerably useful, in my opinion. Seemed to be a rehash of previous skills.
I think module gave me some background on pilot testing the program and monitoring the data so that revisions can be made early in the program format. Good idea to include information of the costs of an activity.
I don't feel this module gave me the competencies which the previous modules did.
The "internal logic" questions are valuable in assessing any activity.
Estimating costs.

Module 11

Mesa Verde

Cost effectiveness ratio.
I will now better be able to evaluate some of my course objectives.

Grossmont

Presentation of data to public.
In a department survey to be given next spring.
Computation of cost effectiveness.
Selecting a testing instrument.

Dr. Gysbers' Class

Selecting and developing instruments.
Very useful in pointing out the different sources to retrieve information on instruments.
The cost-effectiveness ratio is a very important concept.
Evaluation design.
The practicalities of choosing a random sample.

Module 12

Grossmont

I learned the difference between summative and formative evaluations.
DAT testing program report now in the program.
I believe I could conduct a summative evaluation.
Report writing.
With Master Plan.
The most useful module because it taught us to report our decisions.

Dr. Gysbers' Class

The logical way this chapter was laid out impressed me with its usability. It went through the important aspects and put them in a form that can be used for later reference.
I was already prepared in this area.
Giving a presentation before a group.
Developing communication strategies (content, format, and sophistication) was outlined well and explained extensively.
I believe that I can present a more appropriate presentation because of the "Varying Communications Strategies" section.
No one ever mentions communications. Glad some one did.

6. *Could you use specific methods from this module to improve guidance, counseling, placement, and/or follow-through programs in your school setting?*

Mesa Verde - Grossmont		Dr. Gysbers' Class	
139 Yes	10 No	168 Yes	22 No

If yes, give at least one example:

Module 3

Grossmont

Working towards desired program outcomes.
Questionnaire development for needs assessment.
Find out what students wants or needs are.
Alumni survey.
By developing a supportive and involved advisory board to help in desired outcomes assessment. Also use sampling techniques to get at outcomes.
I have method written down and I can refer to these to improve the guidance program at my school.
We plan to administer a questionnaire to all freshmen in October to gain some insights before we meet them in one-to-one meetings.
To implement the "Master Plan."
Would need to be implemented by administrative personnel.

Dr. Gysbers' Class

Defining goals.
Most of the methods for conducting and assessing desired outcomes are quite feasible in my opinion.
The whole step-by-step procedure was very helpful.
Conducting a sampling survey.
Defining the population.
The card sort seems to be very useful in determining needs of students.
The lists of needs helped to focus on actual desired behaviors.
The sampling methods.
Gathering and analysis of data.
The card sort would be a very useful method especially on the college or university level.
Setting up an advisory committee; selecting and sampling a sample; selecting and developing an instrument.
Lottery method.
Setting up an ongoing advisory council.
Evaluating your program, setting priorities, eliminating poor methods and techniques and improving your program overall.

Module 4

Mesa Verde

A method to assess needs and develop a program to reach desired goals.
The method for assessing available resources.
Types of tests to give--relating them to what you want to learn.

Grossmont

Adapt counselor log to data processing form to use a tool or instrument in time, task, and follow-up.
Counselor log.
Measuring current status of students.
Awareness of desired outcomes and its relationship to present (student) status.
It gives me ideas of how to determine where we are and where we want to go and be.

Dr. Gysbers' Class

Career Maturity Inventory. I would like to know more about this instrument.
Time/task/cost analysis.
The keeping of a daily log.
Developing assessment instruments.
Daily counseling log and Missouri student needs assessment.
Getting information.
Logs, questionnaires, checklists.
Student assessment instruments.
How to summarize and analyze current resources. How to devise outcome oriented and objective statements for assessing current assessment.
By using the counselor table one has some analyses to show administrators, and others, how they spend their time.
It showed me the necessity of carefully designing questionnaires using an outcome oriented approach rather than a process oriented approach.

Module 5

Mesa Verde

Getting my priorities in order.
A method for classifying goals.

Grossmont

Determining what percent of time will be spent in what activities.
In setting goals and priorities.
Setting up goals and objectives that could better substantiate our "reason for being."

Especially in setting up new programs.
Hopefully, in implementing Master Plan.
Really opened up thinking more than anything.
To set priorities via the Master Plan.
A tool to rank and prioritize counselor duties; i.e., current status vs. desired outcomes.

Dr. Gysbers' Class

ABCD is really good.
Classifying goals.
Working with priorities according to assessments.
I believe that the part on setting priorities is important on any job program.
Classifying goals according to some scheme.
Classification System (AIR); checklist for well written goals.
The section dealing with goal development, more specifically in regard to job possibilities and placement.
This module gave clear, step-by-step (more or less!) information on establishing program goals. I felt that the examples were very clear and instructive.

Module 6

Mesa Verde

In writing course units for teaching.
Training aides or employed persons not familiar with it.
Writing awareness, accommodation, and action objectives for various courses.
Organizing work schedules and task assignments.

Grossmont

In development of new goals and objectives.
Using action verbs to identify outcomes rather than vague generalities.
How to help other counselors and teachers to use goals and objectives and the need for performance objectives (testing of results).
Module has assisted in bringing to focus the need to plan and establish objectives which can be measured.
I have a better understanding of our district Master Plan in guidance.
To get freshmen to know all of their production requirements by the time they have been in class in their first semester.
College-bound students now receive an inordinate amount of attention from one counselor. He is going to be forced to identify his students' needs, the outcomes, and objectives. By identifying the audience, behavior, conditions and degree, he will alter his approach to service all of his students in an organized and effective way.

Dr. Gysbers' Class

Having observable outcomes is something that is usually passed over as not being important.
Actually specifying student performance objectives.
Nothing is specific enough for me to use.
Performance objectives can be useful in both vocational development and in decision-making programs.
Categorizing student objectives through the educational, vocational, and social domains.
The categorization exercise as to whether the outcomes are "awareness, accommodation, or action-oriented" may be useful in determining if future programs are spending their energies equally between the two.
By using the available banks of objectives.
Stating outcomes.

Module 7

Mesa Verde

Compiling a large list of guidance strategies from which teachers could choose to meet their teaching objectives.
Planning and implementation of strategies.
Plan guidance program identifying most appropriate use of strategies.
I could use methods in inservice or in daily counseling.

Grossmont

A vehicle to bring about sharing of ideas to form "menus" of possibilities and need for compromise.
I can force others to actively question what they are doing.
Determining strategies for the Master Plan.
Group session with counseling staff to determine strategies.
I see the tool creating a great deal more organization. Much of this I have been using from my training in social work. I have not been able to label or organize it, however.

Try to get counselors to think of other strategies that might be used to improve our department. Like, how can counselors have more time to think about how we can be better counselors.
Better use of my time.
Our department <u>needs</u> to brainstorm. There must be a better way!

Dr. Gysbers' Class

Becoming more acutely aware of the strategies which are presently being used in career guidance programs.
The "menu" of strategies is a valuable reference.
Surveying strategies.
The breakdown in the four steps for decision making.

The whole idea is helpful but it could all (the total course) be presented in one module.

Gave steps to use to look at the program strategies and help decide which strategy would be the best in terms of time, cost, and creativeness.

Method of choice good; helps to narrow down the selection process.

The ideas of ways to reach students for getting them career oriented.

I will probably use this information in implementing a guidance program in my future occupational setting. Being able to select a specific strategy will prevent any aimless wandering from activity to activity trying to find one that works.

Module 8

Mesa Verde

Not specifically oriented to guidance--skills apply to any program.

Assigning responsibility--it's generally done on a much more simple level.

If I can get staff members to adopt the process involved I think they will become more efficient in their work.

Grossmont

These methods are practical needs to be met in any guidance project--and are built in for the project to flv.

Assist in organizing college advisement program and graduation.

In identifying tasks relating to a strategy.

As guidelines for implementing any specific strategy.

Dr. Gysbers' Class

Only general organizing abilities.

The section on scheduling process objectives was helpful.

PERT and Time/task/talent chart are very beneficial.

Assigning appropriate staff to objective which they are most skilled and interested in doing.

Suggested methods of determining the skill level, for writing process objectives, of staff members could be used to improve all educational programs, not just guidance.

Module 9

Mesa Verde

Gives a total picture--leads to development of programs in an organized manner.

Many items were already being used.

The method could be used to improve any program. I don't understand the focus on guidance. I realize it will help it as this method would help any program.

Grossmont

Interesting guidelines on methods of "delivery" for strategies.
We will implement Grossmont Master Plan.
Developing some inservice training programs.
Use of staff to broaden counseling outreach.

Dr. Gysbers' Class

I like the structure of the worksheets, especially the one dealing with "Delivery Methods."
Staff implementation and appropriate use.
The format for writing objectives is very useful.
Delivery methods for staff development.
Staff development checklist.

Module 10

Mesa Verde

Measurement techniques.
Methods of monitoring.
No, I could not!

Grossmont

Will develop cost analysis.
Improve career center.
Monitor ongoing programs. Pilot test new programs.
Planning the general strategy for pilot testing a "related instruction" program for a Work Experience Program.

Dr. Gysbers' Class

Preparing for a pilot test was quite informative.
Checklist.
Develop a relatively accurate estimate of the cost of implementing a career guidance activity.
Using process objectives methods.

Module 11

Mesa Verde

The concept of quasi experimental.
Cost analysis; decision making.

Grossmont

Specific types of instruments that can be used for evaluation.
To work with other PPS personnel on the "Master Plan."
Evaluation of the department survey.
Cost/effectiveness figuring.
Motivates investigation of current program rationale with regard to effectiveness.
Discarding ineffective techniques after measurement.
Evaluate our role as attendance clerks.

Dr. Gysbers' Class

Relating program costs to program effects.
The section devoted to significances was very informative in explaining the need to examine the educational along with the statistical significance.
Selecting summary and analysis method.
The concept of accountability. Brings out such points as the success of the program, changes that are necessary, and whether it should be continued.
Evaluation.
Measuring behavioral changes in students.

Module 12

Grossmont

Evaluate the work of counselors at the attendance window each a.m.
Evaluate total program to formulate rationale for its existence.
Report results to decision makers before "the wolf is at the door."
Programs must be evaluated in order to be justified.
Development of Master Plan.
Reports to principal regarding recommending changes in guidance program.

Dr. Gysbers' Class

Section on communicating is valuable when you are in a school setting dealing with teachers and parents. Section on audience characteristics is an often forgotten part of reports. Glad it was included.
Gave me specific knowledge of how to write a summative evaluation.
The whole program.
I feel I can deliver clearer and more concise reports.
Level of sophistication of the audience.
Audio visual means of reporting.
Presenting evaluation to community or staff.

7. Are there ways in which the module increased your desire to improve guidance, counseling, placement, and follow-through programs in your school setting?*

Mesa Verde - Grossmont

115 Yes 32 No

If so, cite two examples; if not, explain why not.

Module 3

Grossmont

To implement "Master Plan."
Valid identification of needs at my school--my special ed. population specifically. It gives me a push to implement a scheme to see what students see as ways I could be useful to them.
It emphasizes the necessity of being accountable; it provides tools to identify areas of needs; it provides the tools that can be used to measure accountability.
New incentive to develop and implement my school's plan.
Did not increase my desire as it was always there but did show how it might be done.
No. It still seems overwhelming!
No. Improving guidance in my school would take more energy than I have.

Module 4

Mesa Verde

Needs assessment; the importance of goals.
Measurement techniques; techniques for developing assessment instruments.
Many values clarified; forward-looking testing program involving whole school is needed.

Grossmont

Analysis by log (time, outcome, etc.) of where my time is going--Is it what I want? Is it the best investment of money?
More conscious of student "need" concerning what I am now doing and what I could or should be doing.
Counselor logs; examining what we really do each day and how worthwhile it really is.

---

* Note: As this item was not applicable to preservice participants, it did not appear on the questionnaire given to Dr. Gysbers' class.

Module 5

Mesa Verde

Gave me hope through skills; I saw a basic need for our school to set priorities.

The method for assessing current status; the method for setting priorities.

Grossmont

Rewriting my school's plan. We were really fumbling around last year--did not have any training at all. We still have a long way to go.

Better understand total scope of Master Plan and implementation. Feel more competent in writing and/or evaluating goal statements.

To avoid duplication and wasted efforts.

I see the importance of good classification--it does not appear easy to do.

I am excited about getting the counseling program to become more systematic. I also think it will get counselors into the classroom.

Module 6

Mesa Verde

Self-awareness programs, including leisure as part of the career education focus.

No. I wanted to apply techniques more by producing objectives to replace some that we have that have proven inadequate.

I feel more confident to use materials; to inservice or answer questions for my cluster staff.

Grossmont

Provides an opportunity to change my job-description from clerical work to working with groups of kids.

Provides a means to make classes more relevant to kids.

I see how to involve the whole staff and motivate people that have not worked on Career Guidance in the past. I can see that students need more career guidance. BUT, as department chairman for 12 years with a load of 439 counselees, I have little time as it is now to add anything.

Points up need for agreement among the guidance staff as to what is really important. Stresses need for a program description which is available to school personnel and the public.

By increasing awareness of writing objectives, I'm more comfortable with the process and feel more willing to undertake the task. Outcomes which can be measured will reinforce where programs are strong and maybe change will occur in weak areas.

What we're doing is so foreign to me that I just didn't get turned on. I know the outcome can be positive however.

I feel I may be tempted to work less at affective counseling; it is harder to document.

It will help me set priorities and measure results. I believe it will help me put into words that which I do; this is very hard to explain sometimes.

I now have a concrete procedure to follow to bring about the necessary changes to make myself and counselors be more specific and accountable. My approach to problem solving has been affected; I am a little more confident about the writing aspects of problem solving now.

Module 7

Mesa Verde

In classroom work; in helping with the inservice.

To help students to identify alternate strategies; to have the skill to use strategies which can improve guidance.

Programs can always be improved.

Grossmont

Preparing "packets" or programs which will permit students to be aware of alternative strategies to decision making.

Deciding whether a behavioral performance can best be achieved via an individual or group process.

It got groups of counselors together to talk and share ideas. I gained a sense of enthusiasm from my group facilitator.

Clearer understanding of the task ahead.

Better control what I do.

How can we see more students effectively. How can counselors find time to grow on the job.

Help students explore more alternatives. Be more "free" in thinking of all possible alternatives.

Look for preferred alternatives. Substantiate changes by sound criteria instead of "It would be a neat thing to do."

Module 8

Mesa Verde

No. My desire to improve guidance has always been pretty high.

This is already being done, and not because of the module.

To perform staff evaluation; to develop my own goals and arrange their order.

Grossmont

The module, in itself, does not do it.

Getting specific objectives in our Career Centers. Assigning responsibilities for achieving the above objectives.

Be more systematic and organized.

Better career counseling. Good way to break up big things into palatable bites.

Module 9

Mesa Verde

To develop an open laboratory for reading improvement.
No. The module was repetitious and a waste of time, time that could have been spent in developing specific programs for my present class.
It made me aware of the needs of staff; some one has to do it!

Grossmont

Developing strategies in our career center.
How to find the people with needed skills.
Desire is hard to quantify.
Pointed out the need to be organized. Pointed out the need to be very clear on goals and objectives.

Module 10

Mesa Verde

It gave me an awareness of some of the undone parts of our placement program.
No, because I already had the desire.
It gave me specific methods to find information; measurement techniques.
To be able to better assess student needs; to be able to assess whether these needs are being met.
Taught me that we need objectives and student outcomes; more adequate monitoring of ongoing and new programs.
No; most of the examples used in the module we are now using.

Grossmont

Need more evaluation. Need to formulate better objectives.
Would like to develop a postgraduate employment survey for needs assessment.
Need to take a good hard look at program logic.
Cost analysis/effectiveness. (Good stuff.)
Added to the frustration of being located in a status quo guidance department.

Module 11

Mesa Verde

No. I already had the desire.
My desire to improve the programs was very high to begin with. It gave methods such as cost analysis and analyzing the validity of a program.

Grossmont

Guidance work in the area of careers.
Cost analysis. Evaluation methods.
Presenting data.
Need a more student-centered program. Need more on-going evaluation.
Evaluation can be used to show staff what is done.
A logical pre- and post-testing, evaluation, and reporting these results.
We need to evaluate the effectiveness of the OVIS. We need to evaluate the effectiveness of our college counseling program.

Module 12

Grossmont

Would like to establish peer-counseling. Would like to take a more active role in working with teachers in and out of the classrooms.
Report results of little-known programs. Provide visibility and recognition to practitioners through reporting.
I'm anxious to re-evaluate the advisorship program. I would like to evaluate the effectiveness of scholarship counseling.
Module requires more study--I do better with a step-by-step "mechanical" nuts and bolts presentation.
Did not increase my desire to improve guidance; did improve my capability to do so, I believe.
How to effectively collect data, what type of data, and then to write or organize a report.

8. *Did you experience unanticipated effects (positive or negative) of the learning in this module?*

Mesa Verde - Grossmont		Dr. Gysbers' Class	
65 Yes	80 No	43 Yes	147 No

If so, describe them:

Module 3

Grossmont

I didn't develop the complete understanding of arriving at desired outcomes that I thought I would. It contained areas that were a surprise to me--sampling, weighting of sampling, etc.

I felt rushed some of the time. Also some assumptions about how far along I should be were not on target.

Not as exciting-stimulating as expected or hoped; pleased with simplicity and comprehensiveness of module.

Dr. Gysbers' Class

It seemed as if population sample was a "rehash" of R370. Had enough!

I believe that I will be better able to judge the validity of other studies.

I think the series as a whole inadvertantly points out the enormous complexity of starting a program of this nature, and the necessity of developing process.

Module 4

Mesa Verde

Positive; it helped me to develop a critical attitude.
The clear and concise manner of presenting a complex process.
I didn't think it would interest me as much as it did.

Grossmont

I have a greater desire to be part of a team to implement the Master Plan and career guidance. I have a feeling of being too slow, or having difficulty grasping some of material.

It will force me to encourage the re-examination of our roles on the job.
A lot of material to absorb in a short time.
Very positive effect of leader.

Dr. Gysbers' Class

I did not think that I would enjoy it.
I am learning how to focus on specifics in my thinking. I have a tendency to think in very global, vague terms. Glowing reports don't convince administrators.
This can be applied to church settings, also.
I found that the process for assessing current status of a program is a lot more involved than I anticipated.

Module 5

Mesa Verde

Again, it became interesting as we got into it!

Grossmont

I have new energy to try to bring about change.
I received help in present on-going project.
I feel more competent in writing and/or evaluating goal statements.
The bitching sessions may in the end have had a therapeutic effect.

Dr. Gysbers' Class

Goal setting within my own personal life.
Positive; I had overlooked the importance of establishing priorities based on limited resources and possible lack of freedom for change.

Module 6

Mesa Verde

After a hard day's work one lacks the motivation to move on or to do one's best. By the postassessment I didn't write any positive learning; I was only writing to complete so I could go home.
I was surprised at how much of this I already knew and practiced--but it encouraged me to use it more intelligently than before.

Grossmont

The discussion periods were too long. You needed to emphasize the practical and development of specific skills.
There was frustration with the ambiguity of sequencing categories.
I had to go over it a number of times and kept forgetting parts. I couldn't seem to tie it all together. The ABCD gimmick connected with objectives was the big help.
It helped me to organize my thinking. Sharing views and information with other participants was particularly helpful. It forced me to accomplish something!

A negative, doubting attitude which I had was displaced by an appreciation for what the module did offer. Much of the credit for this change of attitude is due to the coordinator of the module.

I became a little more interested in getting a program put together, soon.

Dr. Gysbers' Class

I was surprised to find that catalogs of objectives are available.

I became aware that I should "nail down" in my own courses some of the student outcomes a little more specifically, especially in areas of applying abstract theory to practical problems.

It made writing objectives more meaningful. I thought it would be cut and dry but we had a good two-hour discussion on writing them.

Module 7

Mesa Verde

The company was divine and the dinner great! I also like the materials to use as a resource.

Grossmont

I became aware of how many of my frustrations are shared by others.

There was frustration at or toward the end of this module. I'm not sure if it was caused by the group or the module.

I got high for a minute. I know what it's like now to work for the state department.

I found that I really like working on strategies.

Dr. Gysbers' Class

I realized the importance of establishing and implementing criteria for selection of objective process.

It occurred to me that it would be interesting to take each unit of a course and reevaluate the teaching strategy used for each unit. I suspect I would make several changes.

Module 8

Mesa Verde

Reactive feedback at beginning got us off on the wrong foot.

We spent a lot of time going over things we already knew and used.

I expected more career ed, less planning methodology. However, once I accepted that, it was OK.

I enjoyed the group exchange.

Grossmont

I got to know a few people better; we realized we're already knowledgeable.
I found the Triple I and PERT theories rather interesting. These were new to me.
It's much more complicated than I thought.
I would like more specific examples of how all this is going to be carried out.
It's hard to keep focused on the objective for the day. The activities are not always clearly related to the objectives.
It was a good environment, pleasant.

Dr. Gysbers' Class

Sometimes I feel like a lot of this is busy work. It almost seems like you would be so bogged down in process and organizational maneuvering that you could reach very few goals.
The PERT chart is a system far superior to my "To Do" lists.
Confusing.

Module 9

Mesa Verde

After yesterday, I really didn't expect anything.
Better than I expected; I will read the module in detail now.
I gained practical information for a specific project.

Grossmont

The evaluation of abilities and interests (skills) as illustrated by the material was confusing. I am still not certain how one would determine skills and abilities in a real situation other than in a subjective way.
Skill at applying to paper what I have already used.

Dr. Gysbers' Class

I learned the difference between setting up a career fair and helping the counselors learn how to do this.
I was unaware of the large amount of sources of help and delivery methods for staff development that are available.

Module 10

Mesa Verde

I wasn't aware that I was already practicing many aspects of this module.
I feel my needs should have been assessed before having me sit through previously covered material. I do not feel that the pre-assessment sheet was adequate.

I realized I already knew many of the concepts; there was not enough specifics on how to.
Discussion with my coworkers.

Grossmont

I became quite hostile during this experience; the four other modules I participated in left me quite positive.
There are too many different terms. Be more practical.
Several pooped and punchy counselors and a very patient Coordinator.

Dr. Gysbers' Class

Confusion.
I believe that this module as well as all of the others can be relevant in fields other than career guidance.

Module 11

Mesa Verde

Fatigue.
I felt I was forced to reword other concepts I already knew.
Tremendous fatigue after teaching a full day, then doing this.

Grossmont

I'm frustrated. Much of the matter here is mandated--we do it "their" (the district's) way.
I'm somewhat uncomfortable with the speed with which the information was presented. It was too rapid in some areas. Not enough time was alotted.

Dr. Gysbers' Class

I feel that I have the proper rationale to make proper decisions based on program evaluation with an ongoing program.
Extreme boredom.

Module 12

Grossmont

I'm positive. I see the value of the process.
Some frustration with some repetitiveness in content.

Dr. Gysbers' Class

The materials show how the stat courses I am now enrolled in can be interrelated and meaningful to my educational future.
Some educational statistics became more clear with practical uses.

9. *Do you have any criticisms of this module or suggestions for improving it?*

If so, please list your ideas below:

Module 3

Grossmont

A lot of material in a relatively short time.
I needed more time to read and understand to get the most help from this.
Materials should be read in advance. More complete analysis of activities relative to desired outcomes should be made.
When presenting these materials to experienced working people, I feel the material should be handed out ahead of time. Exercises should be done and presentations made to clarify and modify areas in question.
It was too lengthy. I'm burnt out by the end of the day.
We should work with our own school team. The reading should be done previous to the meeting. The coordinator could review highlights and answer questions.

Dr. Gysbers' Class

Excessively wordy. Most of the material could be reduced by one-half and not lose any meaning. Cartoons are really stupid. They insult my intelligence!
I thought the module was very informative.
This has been the most practical module so far. The activities were helpful in seeing how these sampling methods really operate.
The "Critical Incident" and "Delphi" techniques are unclear.
Maybe a greater emphasis should be placed on adapting an existing survey instrument to the local situation. If the entire guidance department has very little background in this area, it would seem that the adaptive technique might result in a better instrument.

Module 4

Mesa Verde

The time spent and when the inservice was held.
Reasonable; the objectivity-subjectivity was flaky.

Grossmont

There was too much reading on site. Spend more time on activities.
I need more time and help!!!
I need some change in the format for "assessing current resources." It's too far away from the information I have.
I needed a little more clarity on objectivity vs. subjectivity in inventory items.
The total guidance department should have been involved in this module.
I would really like the coordinators to relate more of their expertise.
People tend to vent the same frustrations over and over. While this is necessary, I am tired of hearing them all last spring and now. If all that energy was put into "doing" we would be better off. It's like arguing with the referee at a football game. It's futile.

Dr. Gysbers' Class

Exercises are boring and repetitive.
Excessively wordy.
Please give a clearer statement as to what is meant by Process-oriented and Outcome-oriented statements.
Format for log seems unnecessarily and impractically complicated.
This is one of the first modules which I felt had a lot of new information and techniques that I could use. More clear and concise than past modules.
Spent too much time analyzing the counselor's logs--caused me to become disinterested in its purpose. Should spend more time covering the difference between outcome orientation and process orientation.

Module 5

Mesa Verde

(No criticisms or suggestions were recorded from Mesa Verde in this module.)

Grossmont

As in the others, I felt they were presented too slowly for most present.
I enjoyed the presentation of the coordinator.
It would have been more worthwhile to have all counselors from the same school in on each phase. This would have been better for small group discussion.
We got off into gripe sessions too much today.

Dr. Gysbers' Class

They mentioned the AIR model then explained it, but when they mentioned the California model, the explanation was separated from it by another topic. This made it hard to follow.
The postassessments are helpful because they make the reader actually write down what the module has said; this helps commit it to memory and stresses the important points of the module.

Module 6

Mesa Verde

Seemed below the level of Mager and others in the field.

It stressed better evaluation tools; but the activities were simplistic.

There should be alternatives for people who have a high degree of proficiency in doing the things this program is designed to teach.

After process and skill development, there is a need to apply the skills to specific school problems.

Grossmont

Emphasize more practical work. Add overhead transparencies, film strips, other teaching strategies to assist the instructor in covering the modules.

Improve the vocabulary for the sequencing categories to eliminate confusion.

Give example first of how it should be done, pointing out components from that example. Then have everyone write their own objective, and relate it to the example. A record reviewing the day's learning at the end would help and a copy for each participant would be great.

I personally reject the notion that good counseling can be quantified or measured in a real sense. I'd be foolish to believe that such a system is an accurate indication of the extent to which I have changed another human being. Who is to say if a kid who can now do seven out of 10 things has really learned, has really changed his life?

It seems to move slowly. Perhaps a more directive style with firm examples might speed things up. I would rather hear a guidance-related example than one for tennis players.

Describe the difference between good and poor objectives in greater detail. List many examples and give a description of what makes the example good or poor.

Physically, why not have small conference tables and comfortable chairs?

Do a better job of relating the concepts of awareness, accommodation, and action to the state Master Plan and objective writing. I felt the A.A.A. was thrown in to impress the state.

I need more time to assimilate; the whole process seems too fast for me.

The semantics of some exercises were vague and difficult to think through.

Dr. Gysbers' Class

Wordy, but very helpful. Short and sweet would be better.

Drawn-out and ambiguous.

It would be better to have a set of modules of ones own. Underlining is a useful learning device.

I liked the sample ABCD method; it fits well with my mode of thinking. Cartoons lacked.

I thought that the section "Producing Full Objectives" was really good.

More explanation needs to be given to the difference between student outcomes versus student behavioral objectives. Is the distinction that important?

Give one example of a performance objective and elaborate from that.

Use of a stem sentence as mentioned in point 5 of this reaction form would be one suggestion.

Module 7

Mesa Verde

It was too ambiguous; the questions don't seem appropriate.

I felt it was poor in its design. Not really a viable learning instrument; evaluation forms are poor, questions do not allow for reasonable differences.

Grossmont

I felt it was too long. It could have been accomplished in a shorter time span.

Some of the vocabulary duplicated itself: decision making and performance objectives, for example. Stick to one term.

I do not believe the time spent on each activity was necessary. I think it was simple enough to learn by simply reading the module.

Dr. Gysbers' Class

The Post-assessment is ambiguous; it is hard to understand what is wanted.

The "menu" activity while proving its point seems silly.

Possibly add this to another module. There is not enough information to take up a whole module.

I feel very cynical about this module because I did six and seven in one night. They get to be very repetitive.

Give one complete example of a student objective and all four steps that you must go through before coming up with your strategy.

Our group seems to be learning more in our group discussions of the material than we thought possible.

I think the summaries of the publications might be made more comprehensive.

Module 8

Mesa Verde

This type of manual is known to be the most difficult to read. It makes problems unnecessarily.

It's misleading to call this "Career Guidance." Even though the illustrations are guidance-oriented, the module appears to address itself to planning of any kind.

The modules rely too heavily upon the facilitator. The program is heavily guidance oriented; teachers would fail to see relevance.

Grossmont

The information is something I already know. The module simply presented it in a format.

Techniques for determining time for tasks would be helpful.

It would be of much greater educational value to utilize objective, pragmatic, non-value-laden examples.

Most of this could have been read ahead of time. Individual schools should then meet and plan together. I don't like taking time to play games when time is so precious!!

Don't hold two modules in the same room. It's hard to concentrate.

Some of the material was not clear. More instruction was needed, or more directors in the activities.

Dr. Gysbers' Class

Condense it.

I could have used more instruction on how to develop time/task/talent charts and PERT networks.

The exercises are unclear.

The concept of PERT networks was unclear, both in content and when to use it.

Drawings and illustrations of the PERT system need to be revamped for better understanding.

Please shorten. Perhaps eight and 9 could be put together in one module.

Module 9

Mesa Verde

Don't call it "Career Guidance for Staff Development"; it is misleading to at least my idea of career guidance.

Keep the same terminology as used in previous module.

Grossmont

The material was not as well written. The models used were not as clear in demonstrating the concepts.

As with module eight, this could be a valuable brush-up and review of skills; but it goes too slowly, is too time consuming and simplistic.

Our group interaction was poor.

Dr. Gysbers' Class

The module was very helpful and not too wordy. It could easily be combined with eight, though.

Consolidate several modules.

Combine this module with eight.

The listing of agencies would be useful, except that we don't keep the modules. Perhaps these contact agencies could be listed on a tear-out sheet that the student could keep as a reference.

Condense it.

Module 10

Mesa Verde

More of an assessment of our needs and abilities was needed prior to this workshop. The fatigue factor is critical. I started my school day before 7 am.

Language or terms are in research language; they put people off.

Know your school before subjecting staff to your materials! Much of the material covered in this module is on file at this school and being implemented for every three-week unit.

Fewer words, please.

It might be OK for a regular high school. I suggest you assess the level of sophistication of the field test staff before presenting a workshop.

Grossmont

The material was non-essential, redundant, ad nauseum.

Leave out many terms. Put it into more practical language for counselors.

Activities and text took simplistic processes and, applying ambiguous jargon, succeeded in making each module thoroughly confusing. Activities needed examples to get things going in the right direction.

I feel the only way we can really develop the skills in these modules would be for the coordinator to come to the local school and work with each counseling staff individually.

I wish that the three modules 8,9, and 10 could have been covered in two days with the third day being devoted to exercises where we applied concepts from all three modules.

Keep it simple. Use the most simple term for better understanding.

Dr. Gysbers' Class

I felt a need for examples of the four measurement techniques.

Some activities seem irrelevant; better examples could be used.

It needs to be said but not at such length.

Explain more explicitly how a pilot study differs from the actual objective; give more opportunity for practicing how to use a pilot study to its best advantage.

I would have found it useful to have an example of each of the four basic monitoring techniques.

Module 11

Mesa Verde

Make the activity real by applying the skill to a program we are using.

Give alternative definitions; use common terminology.

Grossmont

It would be helpful if I had had the previous modules, so that there would be continuity.

It was too long for a one-day session. The activities don't always give enough information.

Set a definite time schedule so as to be sure to complete all parts within a reasonable time.

Allot more time for becoming more familiar with the material. Could the handbooks possibly be passed out in advance of the meeting?

Take more care in the examples.

I needed more time. Some pre-exposure would have helped.

Dr. Gysbers' Class

I liked the summaries at the end of each of the sections. The other modules should have these also.

It takes a couple of readings to grasp the point of the module. The activities help a lot. I liked the short post-assessment!

Too detailed.

Condense.

The postassessment for this module did not require a complete review of the module, but focused on a fairly narrow range of the total material presented.

Module 12

Grossmont

Allow more time.

More time for practical work was needed. Select a local school program and critique it.

In my opinion, the material could have been covered in less time.

Work on a specific local problem in the exercises. Do this in groups.

Get rid of the compound-complex sentences. "Deflate" some of the paragraphs.

In all modules group participation and involvement of each activity should take place so participants can get instant feedback if activity's goal is being met.

Make it more concise. It was impossible to complete it all in one day.

It was the best written and organized of all the modules I experienced.

Dr. Gysbers' Class

I felt that, for me, this module was highly unnecessary. Don't they give us credit for knowing anything?

Cut down the postassessment or cut it out.

Too repetitive in describing content, format, and level of sophistication.

I feel that the "scoring system" that the coordinator has for the Postassessment should be made available in the module.

CE 009 414